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ABSTRACT

This description of a model curriculum comprises the second part of a series of three documents which together constitute a guide to the training of the Bilingual-Bicultural Child Development Associate (CDA) Trainer. An initial introduction provides an overview of CDA and the curriculum design. The following major areas of concern in replicating the model program are mapped out: general criteria, program administration, faculty preparation, scheduling, student preparation, quality control and institutionalization, training plans and curriculum evaluation. The major portion of the document provides learning modules based on four subject areas: child development, language, culture and leadership. Components of each module include: a definition of the purpose and objectives, suggested learning activities, a pretest and posttest, a written evaluation of the module, conferences with the CDA competency trainers, and selected resources. Lists of suggested resources for CDA training, additional bilingual-bicultural resources and films and books are appended. (CM)

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a model curriculum

for Preparation of Bilingual-Bicultural Trainers for Child Development Associates

PART 2
ACADEMICS

CURRICULUM PLAN

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The self is the citadel of one's own being and worth and the stronghold from which one moves out to others.

Arthur T. Jersild

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INTRODUCTION

Curriculum design is not a simple process. It involves many steps--from determining the need for a program, to clarifying the philosophical approach, to developing, testing, and evaluating teaching modules. These were the steps followed in developing the modules that comprise Part II Academics, the second of three volumes of A Model Curriculum for Preparation of Bilingual-Bicultural Trainers for Child Development Associates.

The model curriculum plan was based on federal Child Development Associate (CDA) guidelines[1] and was designed as a program on which other programs could be patterned. These guidelines pointed out the need to:

> establish counseling procedures which will allow trainees to raise and discuss issues and concerns relating to the program and their own personal and professional development. This will enable counselors to (a) help individual trainees with problem-solving, (b) make referrals to appropriate sources of help, (c) identify anticipated needs which the training programs might address, and (d) identify long-term career development goals. (p. 56)

Thus, the curriculum was designed to prepare people to be more than trainers. They are trained to become, in effect, trainer counselors, persons who are competent teachers of adults as well as of children and who are capable of dealing with the many and diverse aspects of bilingual-bicultural early childhood education.

Part I Development, in this three-part volume, explains in detail the background of the project. This includes the special needs of Mexican-American students in Texas; the objectives of designing a replicable model to train bilingual-bicultural CDA trainers; the rationale for providing valid college credit for trainers who have completed this training; and the philosophy of valuing and supporting the language, ethnic identity, and self-concept of all children. The process of implementing such a program is described: how to select and contract with the college that will deliver the program; how to select and train staff; how to establish staff roles and responsibilities; and how to select trainees, determine major competency areas, etc. An evaluation of the project as implemented in 1977-78 also is included.

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[1] The CDA Program: The Child Development Associate, A Guide for Training. Washington, D. C.: Department of Health, Education, and Welfare, Office of Human Development, Office of Child Development Publication No. (OHD) 75-1065, April 1973.

Part III Field Supervisor Handbook is devoted to the key person in the training program, the field supervisor. It focuses on the diverse roles of the field supervisor, the training sites, and the many considerations important to carrying out successful field visits.

This volume, Part II Academics, contains the model curriculum itself. These are the modules that are to be used in training the students.

CURRICULUM DESIGN

The curriculum model is comprised of four levels. At the first level are the faculty members, the persons who teach the training counselors by writing objectives, giving assignments, and evaluating progress. They serve as teachers of teachers. At the next level are the training counselors, who take the modules and use them first to reorganize and synthesize their own knowledge and attitudes, and then to plan for their CDA trainees. The CDA trainees are the third level. These persons plan lessons for the children and organize the center's schedule to best suit the children's activities. At each of these levels the individuals plan, evaluate the outcome of their plans, and make value judgments on how to proceed. The process is long and slow, involving the acquisition, comprehension, and application of knowledge. At the fourth level--and the focus of the total schema--are the children. It is for them that the other levels exist and that the entire program has been developed.

The outline for the basic course content, as well as the curriculum plan, followed the design in the CDA training guide.[2] There are three elements to the curriculum design: academic, or classroom study; field training; and on-the-job training. Within these elements, the focus of study is on four areas: child development, language, culture, and leadership. The modules in this volume cover these areas of study.

It should be noted that the modules, developed and used in 1977-78 at St. Edward's University, Austin, Texas, have not yet been field tested. Nonetheless, they can serve as an example of an approach and content for the training of CDA trainers that can be adapted for a university program. A program designer can read what was done to meet the academic and field work needs of those who work with Spanish-speaking children in Texas, then adapt these modules to meet the needs of another population, whatever its cultural and linguistic requirements might be.

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[2] The CDA Program: The Child Development Associate, A Guide for Training, Ibid.

curriculum plan

child development	language	culture	leadership
c.d.a. child development curriculum	nature of language development language assessment methodology	cultural anthropology folklore art children's literature	supervisory skills communication skills interpersonal skills

Each module consists of eight parts:

1. Purpose - the reasons for studying the module, how it relates to the competency being developed, and how the accompanying activities are useful in training for working with young children and/or CDA trainees.

2. Objectives - what the student trainer is expected to understand or be able to do by the completion of the module. Some objectives are specific; others cover a general area which the instructor or field supervisor defines more precisely as work on the module proceeds.

3. Pretest - a test given prior to the study of a module if the student already seems competent in the area the module covers. A student who successfully completes the pretest is ready to move on to the next module; one who does not must pursue the appropriate learning experiences.

4. Learning Activities - the core of the instructional materials, providing the student trainer with learning experiences in child development and other theories, and the CDA students in experiences in working with children. Trainers should do as many of the learning experiences for a given module as are needed to gain competency, concentrating on those areas in which they lack competence or confidence. With Faculty help, student trainers can plan programs to meet their individual needs.

5. Interface - the way different program elements are coordinated. Statements are made at the end of each component and are related to the 11 competency areas cited for CDA training counselors. (For an example, see M-96.)

6. Evaluation - pre- and posttests provide objective evaluation; faculty-student conferences are used periodically for guidance and a control system. Evaluation is used to keep students informed of their performance and progress and to keep faculty and field supervisors informed on student progress.

7. Posttest - a method to determine what the trainee has learned after completing the module. A student who passes a posttest moves on to the next module; one who does not must take part in additional learning experiences until a higher level of competency is reached.

8. Selected resources - the books and other materials the students use to obtain information for carrying out the learning experiences in the modules. Other resources may be substituted or added by the instructor.

Throughout the modules there is emphasis on teaching in a positive way the culture of the target group. As Cardenas[3] has noted:

> There should be a very strong orientation of the teacher training program into what I consider some of the problem areas of our educational system--mainly incompatibilities that exist between the characteristics of the learner and the characteristics of the instructional program. I attribute most of the failings of school districts such as this one . . . to incompatibilities between the culture of the learner and the culture of the school. It is possible to go ahead and itemize what these incompatibilites are and then make sure that the teacher training program is responsive--that the teachers understand the nature of these incompatibilities and are prepared to teach in ways which will reduce them. (p. 77)

CDA OVERVIEW

A review of the background of CDA in Texas might provide a better understanding of this model curriculum. The activities to promote and institutionalize CDA have taken place within the broader context of the Early Childhood Development Division's commitment to child development careers. In 1974 the Division, together with other state agencies, established the Texas Committee on Early Childhood Development Careers. This statewide group of early childhood educators drew up a long-range plan to "develop a comprehensive system for the preparation and recognition of personnel charged with responsibility for young children."[4]

The plan called for the development of a multilevel career ladder, competency identification, competency-based training, and recognition for each level. It incorporated the CDA as both a specific career level and as a model for other levels. The committee agreed that persons at all career levels and specializations should have the opportunity for the kind of preparation and recognition that CDA provides.

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[3] Cardenas, Jose. The University Can't Train Teachers. Lincoln: Nebraska Curriculum Development Center, University of Nebraska, June, 1972.

[4] The Action Format for Early Childhood Development Careers. Austin, Texas: Texas Department of Community Affairs, 1976.

Since the plan was developed, there has been an impressive rise in the number of CDAs in Texas. In the period between March 1977 and October 1978, the number almost quadrupled, from 125 to 471

Two projects contributed substantially to this increase. The first was during the summer of 1977 when the Division, with support from the CDA Consortium, conducted 22 CDA Facilitator Workshops in 18 Texas cities. This effort reached nearly 500 people with comprehensive information about the CDA assessment process. The second took place in March 1978, when three state agencies--the Texas Department of Community Affairs, the Texas Education Agency, and the Texas Department of Human Resources--cosponsored a Texas Representative Training Session with the Consortium, more than doubling the number of CDA representatives in the state.

Now the CDA credential is being incorporated into two Texas city governmental job-classification systems as requirements for top level, or head, teachers of city-administered day care programs. These programs are using the Texas CDA instructional materials.

REPLICATION OF THE MODEL

Perhaps the most useful outcome of a pilot program is the shared experience of what was successful and what was not. This model curriculum was designed to meet a specific need: to train trainers so that they can train CDAs who then, in turn, can be competent teachers of young children in a bilingual-bicultural program. The model, as pilot tested, basically met this need. It is incumbent upon those at the first level of the hierarchy--the teachers of the trainers--to read the modules, evaluate the program, and adapt it to meet the particular needs of their students.

There is a great deal of work involved in replicating a model program. Major areas of concern include (1) general criteria, (2) program administration, (3) faculty preparation, (4) scheduling, (5) student preparation (6) quality control and institutionalization, (7) training plans, and (8) curriculum evaluation. Following are some of the key aspects of these areas to be considered by institutions and agencies that plan to establish a similar educational program for CDA trainers.

GENERAL CRITERIA

Once the need for the program has been established, a replicator will have to establish criteria appropriate to the needs of the population to be served. The following aspects of the program should be considered:

- Population and geographic area to be served
- Academic institute to conduct program
- Field sites
- Time frame
- Course content
- Training materials and curriculum
- Coordination of academic and field work
- Evaluation
- Faculty and field supervisor
- Student trainers

For the program to be successful, each of these areas must be worked out in detail prior to program implementation. Plans must be flexible and open to change to meet unexpected problems. They also must be formulated with the intent to eliminate problems before they arise and to provide as smooth as possible an implementation of the program.

PROGRAM ADMINISTRATION

The introduction of a new approach to instruction often is upsetting within a college or university structure. An effective way to minimize objections and criticisms of the program is through skillful administration. This includes giving careful consideration to staffing and structure, and outlining clearly and in writing the roles and responsibilities of the administrative staff, instructional staff, field supervisor, and fiscal personnel.

Although program staff will vary according to the size and scope of the program, there are three key positions necessary for effective administration of this program model. Each is presented here with suggested roles and responsibilities.

Program Director

- Administer total project
- Approve all financial arrangements of the project
- Contract with all subcontractors and consultants
- Enroll students
- Grant credit for participants
- Chair the Advisory Board
- Employ faculty for assignments within the project

Curriculum Coordinator:

- Design and implement strong, built-in controls so that the communication system remains open and effective
- Develop system for monitoring the work of the field supervisor, following-up the faculty assignments to the students, and recording observations of demonstrations of student trainers' competencies
- Select and train academic staff

- Determine modules to be taught
- Schedule instructional components
- Schedule staff meetings
- Arrange for classroom and library facilities
- Coordinate with field supervisor
- Prepare evaluation materials for each session

Field Supervisor

- Supervise training counselors in the field
- Help students integrate academic and field work
- Confer with employers of student training counselors
- Develop resources for portfolios so that student training counselors can assist CDA trainees in assembling portfolios

The field supervisor, to be truly effective, should supervise no more than eight training counselors at one time, unless there is a sharing of some field supervision activities among other faculty. Since the field supervisor represents a link between the college and the field, she/he must be able to identify with the total program and maintain communication between and among students and instructors.

In a CDA training program it is essential that the field supervisor thoroughly understand the CDA concept and the CDA Consortium's credential award process and be able to guide student training counselors in their instruction of trainees and preparation for assessment.

Following are some additional administrative concerns that should be worked out prior to program implementation.

The Advisory Board

- An early decision must be made about whether there will be an outside Advisory Board to help design the program or whether there will be only a faculty group working together to implement the program. If there is to be an Advisory Board, it must be determined whether the Board has an advisory or a decision-making role.
- Parents of the children served by the CDA trainees should be represented on the Advisory Board.

Faculty Council

- It is recommended that this program function by participatory management of the faculty in the determination of:

  1. Who shall chair and manage the faculty council. Within the instructional staff, the manager's role is to coordinate curriculum and to assist the manner in which people behave in their working situtations to insure open and clear lines of communication.

  2. When and how often meetings shall be held. This committee should meet at least once a month, before and after each academic session if the time schedule of this model is employed, or more often if another time schedule is devised.

  3. How faculty assignments within the project are to be given, and how commitments and responsibilities shall be handled.

  4. How maintenance of resource rooms, audio-visual equipment, and library responsibilities shall be carried out.

  5. How a system of reporting will be established and carried out.

- The faculty council must assist in designing and implementing the program--the curriculum, course content, and time--to meet local needs.

- Whether there is to be a Faculty Council only or a Faculty Council coupled with an Advisory Board, there should be at least one student representative on the board(s) concerned with keeping the lines of communication open with the student training counselors.

Reporting System

- A method for checking assignments given by faculty should be worked out with the field supervisor, as well as a method of on-going reporting to faculty on student training counselor's performance of these field assignments.

- A formal reporting system should be established between the student training counselor's employer and the field supervisor.

- The field supervisor should assist the student training counselor in establishing a program that includes: written reports on progress of CDA trainees, academic training, potential or actual problems relating to interfacing of regular duties, and training counselor's suggestions for eliminating problems.

- An exit conference should be held, as a type of oral report, after each on-site visit by the field supervisor. The field supervisor, student training counselor, employer of student training counselor, and Center Director of CDA trainee training site, when appropriate, should participate.

- Written agreements should be obtained from the employer of the student training counselors specifying release time to attend academic training sessions, release time to provide training to the CDA trainees, and, if the employer is not the employer of the CDA trainees, release time to provide access to these trainees at their training site during regular working hours. Samples of these and other appropriate forms can be found in the Appendix of Part I Development.

- Student training counselors should keep their immediate supervisors informed, through either verbal or written communication, about their individual progress in the program. Such communication leads to greater support and praise from supervisors.

- At least once every other month, the student training counselor should scheule a meeting with the employer and the field supervisor to discuss his/her progress. The student training counselor should prepare a written agenda for the discussion meeting.

Setting

- For students who come to campus once a month for concentrated learning sesssions, then return to their place of employment to put into practice the knowledge gained, it is important to find the college setting friendly and to have a clear understanding of what is expected. The setting must provide an accepting atmosphere, reasonable expectations, and student/faculty agreement about quality work. The amount of work required, the grading system, and the weighting of assignments should be clarified to all program participants.

FACULTY PREPARATION

A well prepared faculty is crucial to the success of the program. Part I Development, pages 5-7, describes the workshop topics that were presented in Texas to prepare faculty to take part in the program. Time prior to program implementation should be devoted to orientation in these areas:

- Historical background of CDA concept
- Competency based teacher education and its application to CDA
- Use of materials and organizing resource rooms
- Role as a counselor: Human relations, personal capacities, communication skills
- Role as a field supervisor: Observing and interviewing the CDA trainee, modeling effective teacher behavior for the CDA trainee, recording objective observation of progress, and planning with trainee
- Role as a resource person: Assisting the CDA trainee to plan for competence, assisting the CDA trainee to organize the portfolio, assisting the trainee to use state and local resources
- Role as a change agent: Community involvement, advisory groups, leadership
- Assessing competencies: Tests for CDA competencies
- CDA award credential: The local assessment team and assessment process

These are further recommendations for faculty preparation:

- The institution might choose to use content areas of the curriculum plan and build workshops around these, using outside consultants.
- Faculty should have at least a two-day workshop for orientation to goals of the program and orientation to the CDA concept.

- All faculty and students involved in the program should attend first session orientation to understand relationship between training the student training counselors and training CDA trainees on the job in the field.

- Students and faculty should participate in at least one leadership training workshop which would enhance their communication, interpersonal, and problem-solving skills. It would be appropriate for them to participate jointly in supervisory skills workshops, with emphasis on the fact that the faculty as well as the student trainers are professionals who continue to grow and learn from each other.

STUDENT PREPARATION

Guidance

Course study and field work comprise the training for student training counselors. In addition to specified curriculum, these training counselors need guidance throughout the program in a number of areas. In addition, they need to be aware of the many affective aspects of such a bilingual-bicultural project. Following are some of the aspects of training counselor guidance of which a replicator should be aware.

- Student training counselors require guidance in choosing CDA trainees who are already competent and who need a minimum amount of training. Frequently they choose less competent trainees, which slows down the process of carrying through field assignments and reflects adversely on their own academic performance in completing assignments. Student training counselors should select at least two and no more than three potential CDA trainees.

- Continuing on-the-job supervision should be the training counselor's primary strategy for enhancing the trainee's level of competency. A team approach in which the trainee, the field training supervisor, and the staff of the child care agency all participate is likely to be most successful. This can provide opportunities for immediate feedback, demonstration teaching, unself-conscious observation, and individualization of training.

- The student training counselor's role should be one of an instructor, advisor, and facilitator rather than a visiting "authority figure" who observes, comments, and leaves without a continuing commitment to improving the situation. The student training counselor should have ample time at the field placement to become familiar with all aspects of the program, and the trainee and the staff should have ample opportunities to develop a relationship of trust with the student training counselor.

- The training counselor should sensitively and carefully observe and evaluate trainee's work with children and regularly provide the trainee with useful feedback and supportive help in improving competency.

- The training counselor should coordinate all aspects of training experiences, provide on-site training support to the trainee to help integrate his or her work experience and academic experiences, plan formal and informal experiences which contribute to the trainee's total learning, and provide counseling, professional and personal, where appropriate, according to the trainee's individual needs.

Competence

Competency-based preparation of bilingual-bicultural trainers for Child Development Associates has a broader base than the CDA competencies. An assessment of trainer competencies, which have not yet been field tested, is given on page 45 of Part III of this series. As a result of many discussions among the training counselors of the original seven CDA pilots and eight validation sites in Texas, 1971-76, one training counselor conducted a study among her colleagues that documented the special skills needed by a training counselor. The following skills were cited:

1. Organization and management of training supervision
2. Theoretical understanding and knowledge
3. Bilingual-Bicultural education
4. Language
5. Culture
6. Modeling effective teacher behavior
7. Interpersonal skills
8. Communications skills
9. Problem-solving skills
10. Assessment skills
11. Leadership skills[5]

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[5] Carter, Peggy. Competencies Needed by the CDA Training Counselor in Texas. Master's thesis, Texas Woman's University, Denton, Texas, August 1976. (Unpublished) A condensed version can be found in Child Development Associate Training in Texas: A Handful of Ideas. Austin, Texas: Texas Department of Community Affairs, Early Childhood Development Division, June 1976.

This list is neither definitive nor complete. The prospective replicator may choose to define additional areas of competence or to refine or delete those identified in this program. The important thing here is for the replicator to categorize specific competencies for his or her population of CDA bilingual trainers. He or she must also set up the conditions for acquiring these competencies so the student trainer can master the science of being a teacher-educator.

Selection

- Recruitment time should allow for adequate interviewing and observation of prospective students. In this way, those who are not ready for graduate level work can be screened out, and those who are capable of doing successful graduate work and who display leadership or potential leadership ability can be selected.
- Focus on a narrow geographical area, rather than on a wide area as in the Texas pilot study, might be more effective. An institution might identify participants in, for example, a central location, prepare that group adequately, then move on to a different region within the state each successive year.
- Screening might be useful to determine students who have an adequate knowledge base, who have developed good study habits, and who have been involved in program development at the local level.

SCHEDULING

There is a tendency to give full consideration to one aspect of a time schedule, such as the number of hours or days needed to complete a curriculum project, yet virtually ignore another aspect, such as faculty orientation. A replicator should keep in mind the following aspects of scheduling in developing a program.

- Institutions require ample planning time prior to program implementation as well as time for orientation when the program begins.
- Scheduling of the program should be carefully considered. There are at least two options: (1) concentrated academic sessions four days a month for nine months (which proved insufficient in the pilot program), (2) a 12-hour summer semester coupled with commitment to a supervised internship during the nine-month school year, followed by 12 hours the following summer. This would provide the 36-hour Master's degree, which would more adequately prepare student training counselors to be specialists and teacher educators.

- The work load should be realistic. For this nine-month program, it was unrealistic to expect full-time employees to obtain learning resources at home and on the job in order to complete heavy research assignments.

- Adequate research time should be allotted. Students have little time to do research work at the university with the present schedule of four days a month. For replication, either more time should be allotted or less research should be required.

- More time should be planned for counseling students during their academic training.

- A class structure of one-hour lecture, one-hour discussion among students, and one-hour of guided study (films, tape cassettes, library time) seems more effective than a three-hour lecture session. The split session was used successfully the first year of the project. During the study time students were also able to counsel with individual instructors on their projects, which were related to their field work; i.e., training of CDAs and assignments for their own background in a given topic.

- Planning and scheduling should allow for late admission of alternates who can be called upon at short notice to participate in the program. They are often needed to replace students who drop out of the program.

QUALITY CONTROL AND INSTITUTIONALIZATION

An institution preparing to adopt this model should recognize that there are three main sources of knowledge, skills, and values in the program:

1. Course work
2. Field work
3. Interactions:

   --between faculty and students.

   --between the student training counselor and CDA trainees in on-the-job training setting and with staff of Head Start and other field sites where training is occurring.

   --with employers of CDA training counselors.

   --with children in the classrooms of CDA trainees and the parents of these children.

Thus, the institution needs to look at the total sphere of influence. Weinstein and Fantini have indicated this in Toward Humanistic Education: A Curriculum of Affect:

> The first step in determining appropriate content and teaching procedures for a curriculum geared to learners' needs and concerns is to identify the learners as a group as precisely as possible. What proves to be effective with a given class will depend to a large extent on the developmental (age), economic (lower, middle or upper income), geographic (rural or urban; northern, southern), cultural, and racial or ethnic characteristics of the children.[6]

- A problem-solving approach to replication is most effective.
- An interdisciplinary approach is essential. This includes close cooperation between faculty members and the library to assure that the trainee can have access to the literature and research in the field of psychology, sociology, anthropology, education, language, and business.

TRAINING PLANS

Training plans should be well-developed yet flexible and able to reflect the changing needs of the individuals involved.

- Various training plans are used in a program of this type.
- Faculty members prepare a plan for each student training counselor.
- The field supervisor develops plans around faculty assignments and the training counselor competency areas.
- Each student training counselor designs training plans for each CDA trainee, organized around the CDA competencies.
- The daily and weekly lesson plan of the CDA trainee for his or her children comprises a training plan. This can be highly individualized according to each child's need.

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[6] Weinstein, Gerald, and Fantini, Mario D., Toward Humanistic Education: A Curriculum of Affect. New York: Praeger Publishers, 1970.

Student training counselors stand, in a sense, in the hub of a wheel. They should have copies of the various training plans that relate directly to themselves and should be encouraged to maintain a notebook or portfolio in which they keep each faculty member's academic plan for them. Another section may be kept for field supervisor and displaying competency in specified areas. The notebook or portfolio should reflect training counselors' plans for their CDA trainees and, if appropriate, an additional section with copies of their trainees' daily, weekly, and monthly lesson plans for the children. This book or portfolio becomes an important mechanism for keeping organized and task oriented.

INSTRUCTIONAL PROGRAM

This model curriculum was designed to be used with a bilingual (Spanish-English)-bicultural (Mexican American) population, but a replicator can adapt it to fit the needs of any given group. In replication, the basic course of study would remain the same, but specific content would require change. The greatest amount of change would be in the substantive areas of Language and Culture, and these in turn would lead to some changes in Child Development and Leadership.

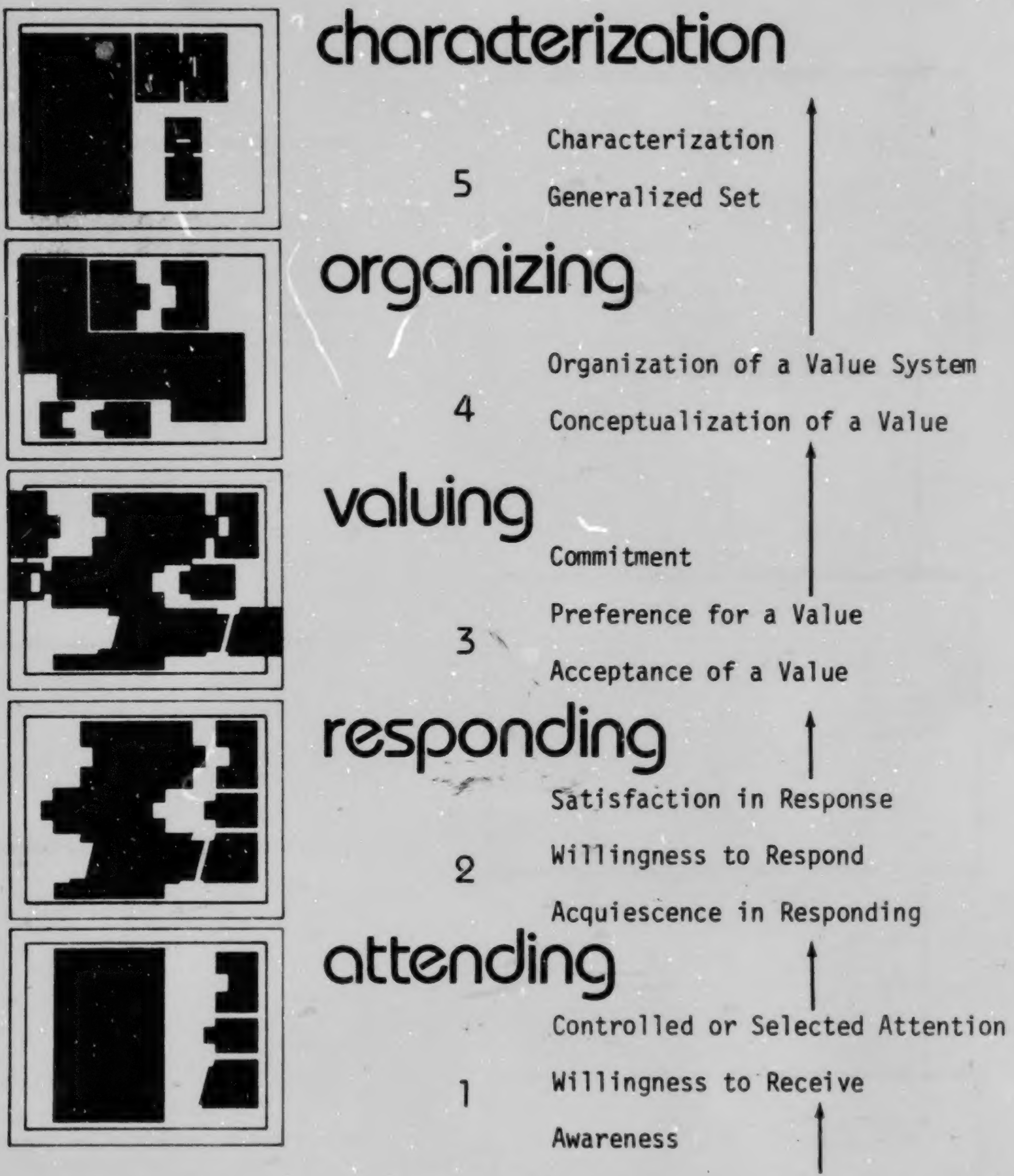
Cognitive and Affective Learning

The cognitive domain refers to the content, or knowledge base of the program. Replicators who use these modules should rewrite the objectives to fit within the six levels of learning--knowledge, comprehension, application, analysis, synthesis, and evaluation.

- Knowledge and understanding of the facts is not enough. The trainer must also analyze and synthesize the facts in order to teach the CDA trainees, in a simplified way, the principles of positive child growth and development in a bilingual-bicultural setting.

- Pre- and posttests can be used to measure cognitive learning. Continuous evaluation is important for the trainers as well as the trainees, for the results can then be used to write new modules with new content for the academic experience.

The affective domain concerns the learning of behavior and attitude rather than specific knowledge. Because it is less concrete, it is more difficult to observe and measure.



characterization

5

Characterization

Generalized Set

organizing

4

Organization of a Value System

Conceptualization of a Value

valuing

3

Commitment

Preference for a Value

Acceptance of a Value

responding

2

Satisfaction in Response

Willingness to Respond

Acquiescence in Responding

attending

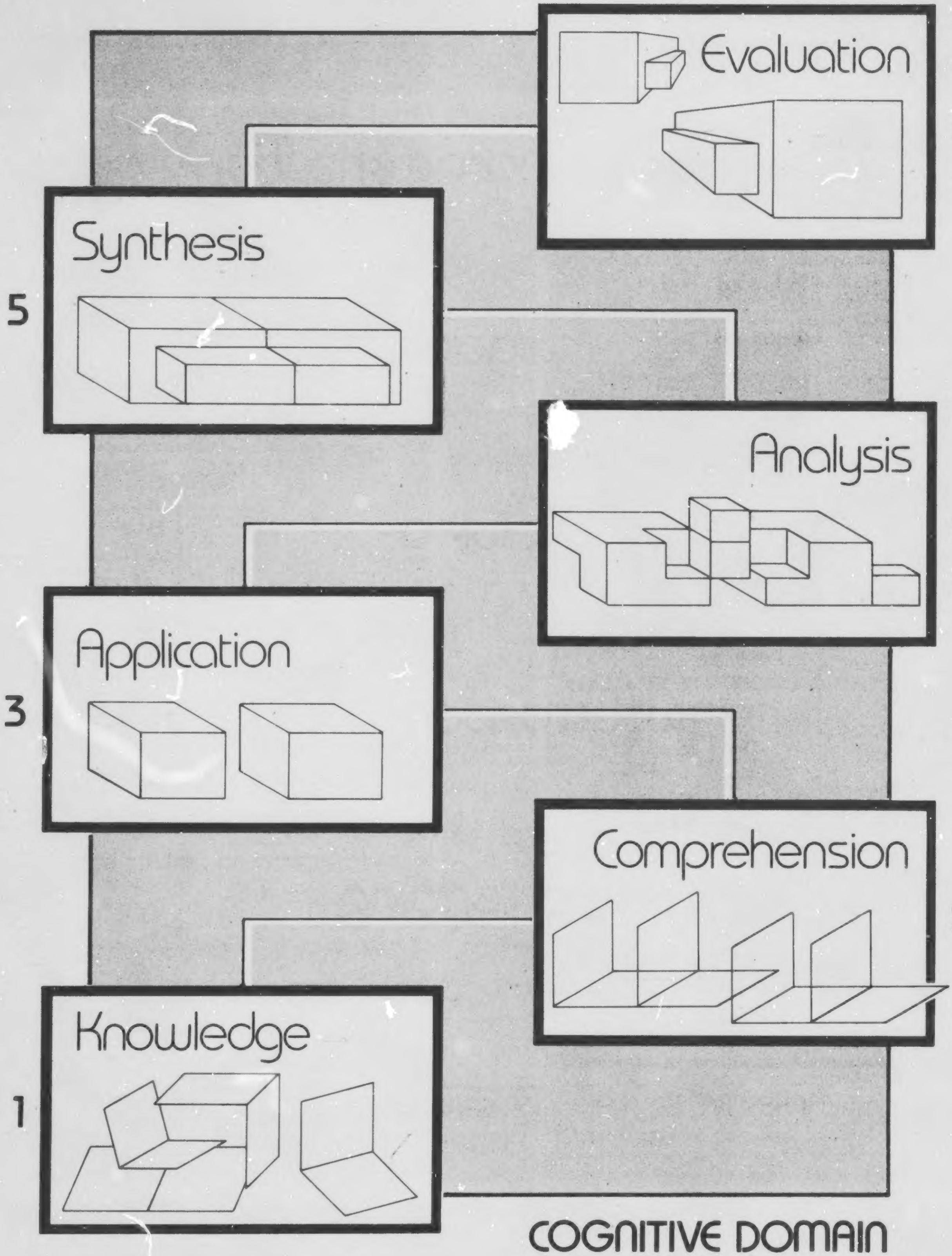
1

Controlled or Selected Attention

Willingness to Receive

Awareness

AFFECTIVE DOMAIN OF LEARNING


Evaluation
6
Synthesis
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Analysis
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Application
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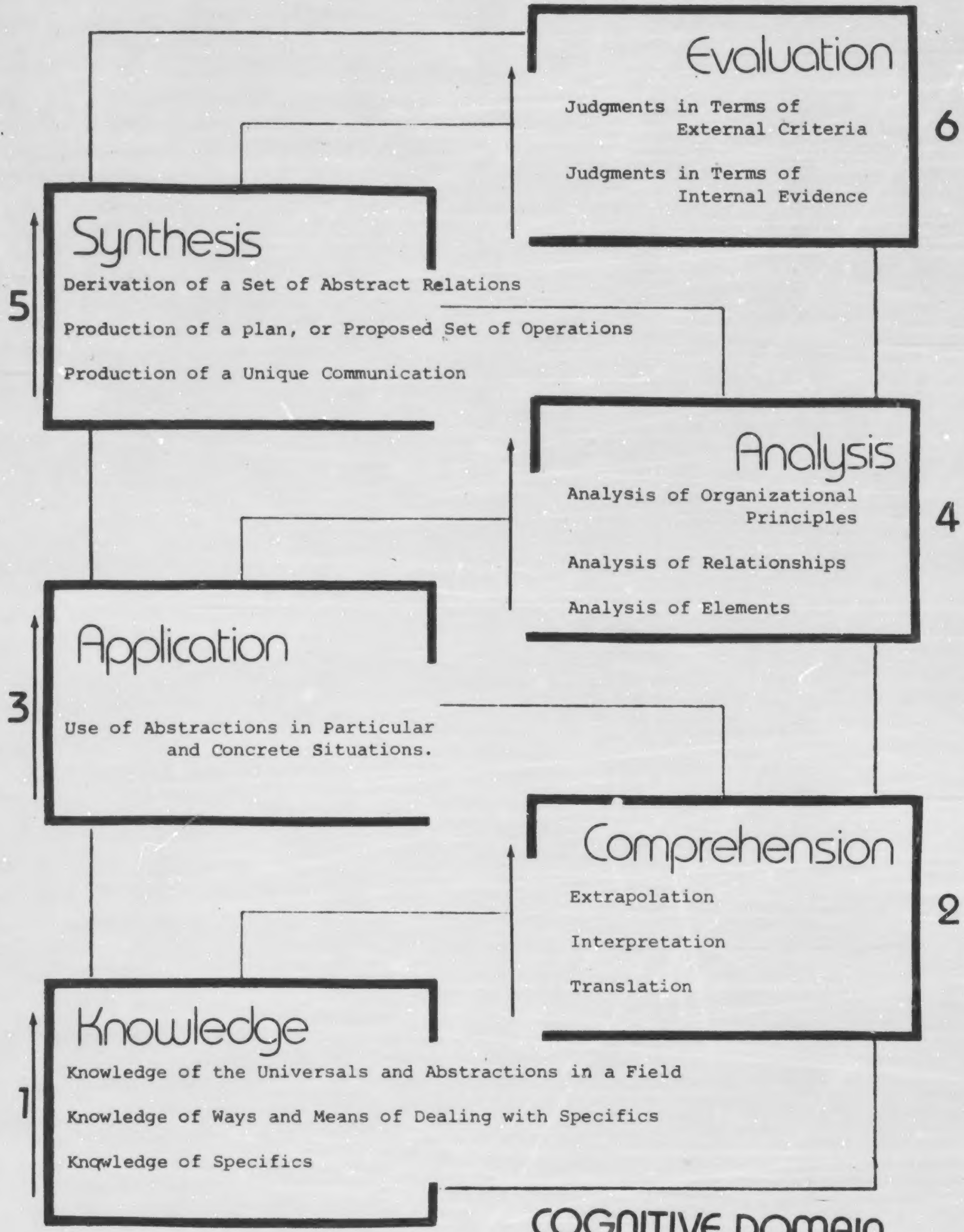
Knowledge
1

COGNITIVE DOMAIN
OF LEARNING



6 **Evaluation**

Judgments in Terms of External Criteria

Judgments in Terms of Internal Evidence

5 **Synthesis**

Derivation of a Set of Abstract Relations

Production of a plan, or Proposed Set of Operations

Production of a Unique Communication

4 **Analysis**

Analysis of Organizational Principles

Analysis of Relationships

Analysis of Elements

3 **Application**

Use of Abstractions in Particular and Concrete Situations.

2 **Comprehension**

Extrapolation

Interpretation

Translation

1 **Knowledge**

Knowledge of the Universals and Abstractions in a Field

Knowledge of Ways and Means of Dealing with Specifics

Knowledge of Specifics

COGNITIVE DOMAIN OF LEARNING

- Exploratory objectives, though not actually behavioral objectives, can be useful in dealing with affective goals. Rather than specifying particular behaviors for the trainee to exhibit, the trainer can specify one or more situations, or exploratory objectives, in which the trainee can develop attitudes toward children. Evaluation can be used to determine whether the trainee achieves the specified goal.

- Affective behavior cannot always be learned. Sometimes it can be encouraged in a given situation, but actual training might not produce the desired results.

- This curriculum design does not demand an equal number of cognitive and affective objectives. Nonetheless, planners should recognize that there is a strong emphasis in the model on affective learning.

Methodology for Teaching Competencies

There are a number of ways for trainers to teach CDA competencies. These can be varied to meet the needs of individual students and situations. Following are some suggested methods.

- Demonstrations by student training counselor, followed by group discussions

- On-the-job discussions with other staff and student training counselors

- Paired peer observations and evaluation, in which two trainees work together to learn competencies

- Self-analysis, guided by evaluation sheets or criteria supplied by CDA training counselor

- Personal journals and diaries

- Case studies or observations of specific behaviors. Confidentiality of children's records should always be preserved

- Individual conferences with training counselor, followed by feedback and goal-setting related to development of the CDA competencies

- Discussion groups or seminars in which daily happenings are related to CDA competencies, theoretical knowledge of child growth and development, and principles of curriculum and instruction

- On-site workshops that focus on such areas as curriculum, teaching methods, and parent involvement
- Field visits to experimental programs, community agencies, and child care programs that have different philosophies or physical set-ups
- Exchange placements with other CDA trainees
- Independent projects
- Orientation workshops on the assessment process
- Video and audio recorders to tape teaching for self-analysis or peer evaluation
- Audiovisual materials with prepared discussion guides that highlight examples of CDA competencies

Evaluation

Evaluation is essential to the process of curriculum design. According to Webster, curriculum is defined as (1) the courses offered by an educational institution or one of its branches, and (2) a set of courses constituting an area of specialization. Thus, a curriculum is an educational program that may be specified in terms of what a teacher will do, what a student will be exposed to, or what a student will achieve.

As Stake has noted:

> Educational programs are characterized by their purposes, their content, their environments, their methods, and the changes they bring about. Usually there are messages to be conveyed, relationships to be demonstrated, concepts to be symbolized, understandings and skills to be acquired. Evaluation is complex because each of the many characteristics require separate attention.[7]

Field testing, pilot testing, validating, and replicating are all aspects of evaluation. Because of the importance of evaluation, one-third of a total program budget could well be spent in this area.

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[7] Stake, Robert E. "Toward A Technology for the Evaluation of Educational Programs." Tyler, Ralph W., et al. Perspectives of Curriculum Evaluation. Chicago: Rand McNally & Company, 1967, pp. 4-5.

In regard to curriculum revision, Clasen[8] has noted that:

> It should be clear that if trainees cannot exhibit competency after training, lots of things might be wrong. Here is a partial list:
>
> 1. The observed behaviors might not exist.
> 2. The transformation of behaviors to objectives might be wrong.
> 3. The curriculum task analysis might be wrong.
> 4. The instructional sequences might be wrong.
> 5. The certifying process might be wrong.
> 6. Trainees might not have exhibited appropriate entry-level behaviors.

The replicator, therefore, must recognize that:

> An evaluation of a competency-based program must evaluate every step.
>
> Evaluation is done on two bases:
>
> 1. Internal Criteria. The basic question here is how accurately does the program reflect its announced model. Said differently--how close is what happened to what is supposed to have happened?
>
> 2. External Criteria. The basic question here is how does this thing look from someone's perspective other than those who are involved in the project? Said differently--what evidence is there, other than what you say, that the thing worked?[9]

---

[8] Clasen, Robert E., Chairperson. Competency-Based Education Curriculum Revision and Evaluation. Notes on a Lecture. In Bilingual-Bicultural Preschool Projects Conference Proceedings, San Antonio, Texas, November, 1977.

[9] Clasen. Ibid.

TASK VERSUS CONTENT ANALYSIS

Those who are considering using the curriculum design should determine whether they want to take a curriculum task approach or content approach. In a task approach, one takes each objective of the trainer competencies--in this case 11 areas--and designs tasks related to each of them. In a content analysis, one determines the theory that can provide the knowledge base. The latter approach was used in this model, with the theory then interfaced with the stated behaviors for training counselors. In addition, Clasen helped the staff of this pilot model with task analysis to help determine how objectives relate to one another, identify similarities and differences between the two programs, and make clear to developers and users the skills and attitudes that teachers in the two programs need to properly implement the tasks.

It may be helpful to note that

> Instructional activities may be self-paced or teacher/individual paced or teacher/group paced. Rate of learning is always individual and different rates occur regardless of whether activities designed to teach occur in a group or alone or regardless of method used. The critical variable is learner participation in the decision-making process regarding the what, when, how and why of the instructional activities in which he or she is involved.[10]

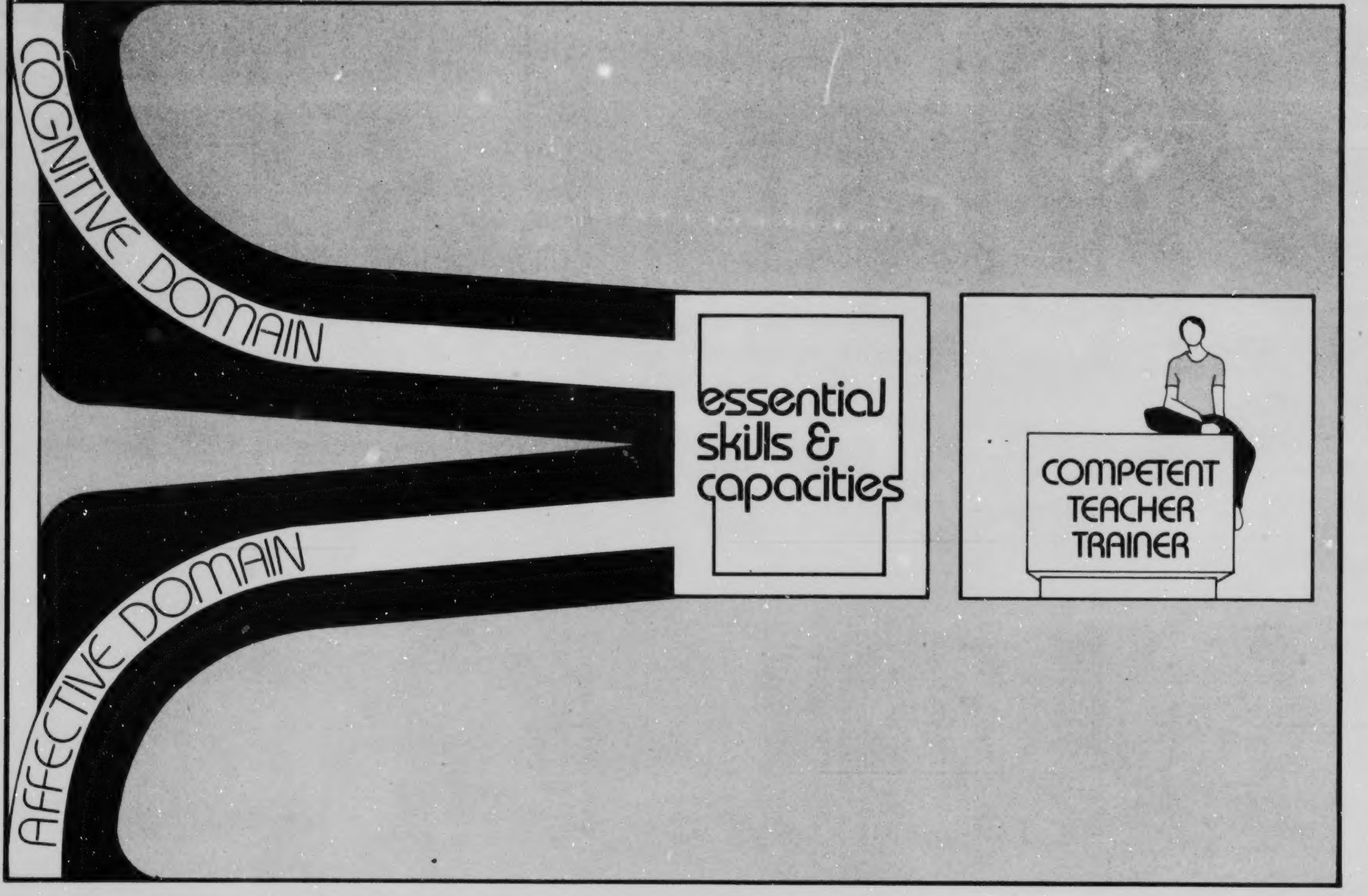
This interface will occur when the academic and field work are more closely in line with each other. There is a more thorough discussion of field interface in Part III Field Supervisor Handbook.

It is important to recognize that this model attempts to create master teachers who can learn by observation of faculty members, as well as working with them, how to become attuned to the actions and attitudes of teaching. Student trainers need opportunities to function in their areas of specific strength, both on campus and in the field, and they need to be spared from pressure whenever possible. Because this program is by its very nature a "pressure cooker approach," there should be team planning sessions whenever possible where faculty and students can plan together for learning growth.

---

[10] Clasen. Ibid.

The more that student trainers can give to this intense and complex program, the more they will ultimately gain. The success of students of the last two years already has borne this out. It is traditional for some students to complain about assignments or working too hard or that the tasks are impossible. It is traditional for some of the faculty to complain that students are inadequate or unprepared. If all concerned can have a vision of present accomplishments and future achievements, then perhaps the pressures of the present will indeed lead to excellence.


COGNITIVE DOMAIN
AFFECTIVE DOMAIN
essential skills & capacities
COMPETENT TEACHER TRAINER

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HOW TO USE THIS SECTION

These instructional modules may be used as reference materials or for replication for other programs designed to train bilingual/bicultural/multicultural CDA trainers.

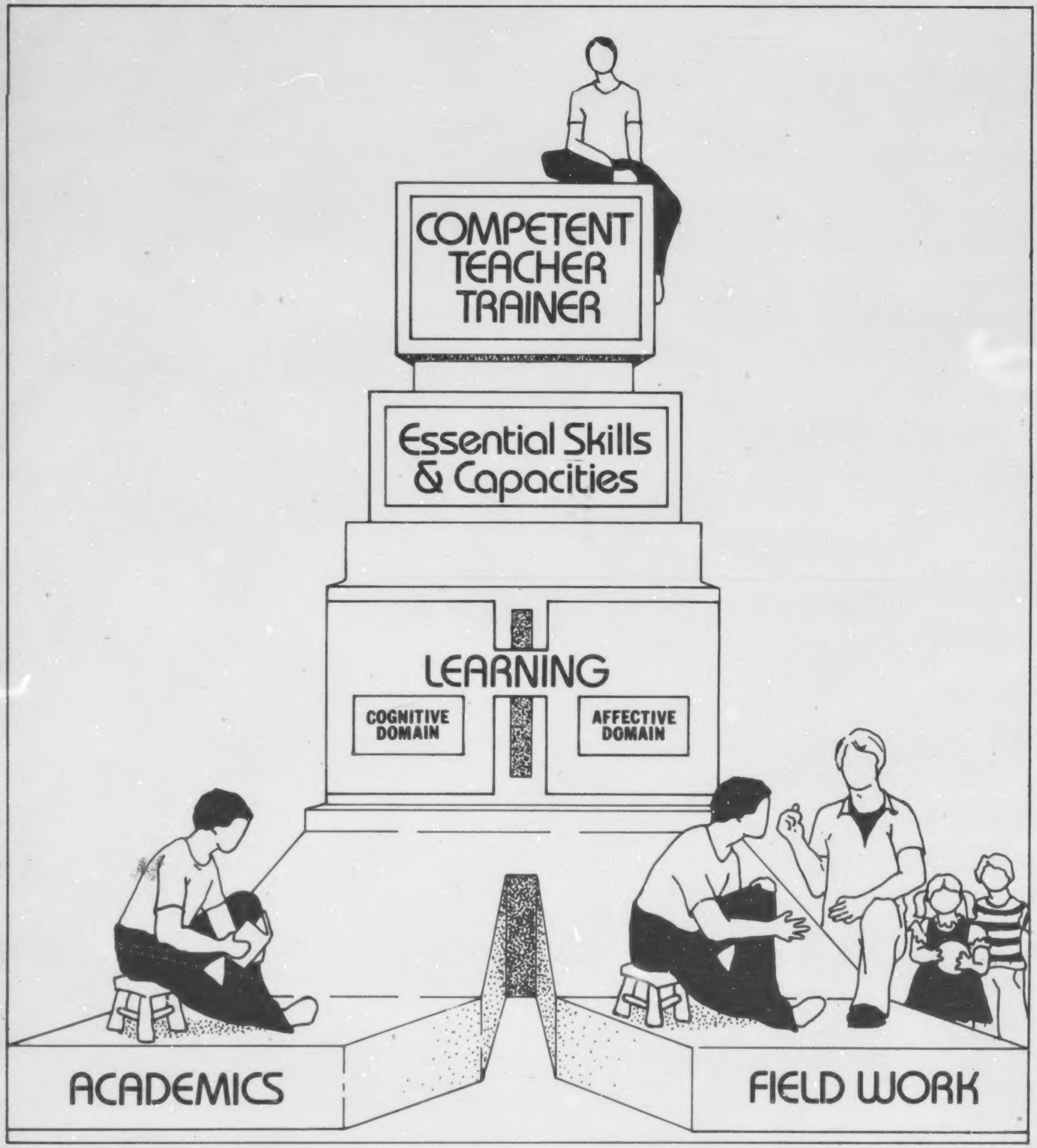
For convenience, this part is divided into four sections, each section corresponding with one of the four components of the Curriculum Plan:

- Child Development
- Language
- Culture
- Leadership

Many of these modules are followed by attachments which we believe should prove useful in adapting the program to local needs.

We are indebted to the faculty of St. Edward's University for their diligent work and fine efforts on this section.

The Model for this Bilingual-Bicultural CDA Trainer Program is patterned after the CDA concept of 50 percent academic or formal training and 50 percent field experience. The illustration on the next page depicts this pyramidal approach. Theory (cognition, knowledge skills) and feeling (personal capacities, affect) merge into personal professional skills and capabilities for relating well to young children (the ability to model for trainees) and for working well with other adults (the trainees, themselves). Thus, these attributes blend to produce a competent CDA trainer.


COMPETENT TEACHER TRAINER
Essential Skills & Capacities
LEARNING
COGNITIVE DOMAIN
AFFECTIVE DOMAIN
ACADEMICS
FIELD WORK

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INTRODUCTION

The task of designing and writing a curriculum presupposes that months and even years have been spent in serious reflection upon the assessed needs of students, the formulation of a philosophy, the statement of appropriate goals and objectives, the establishment of scope and sequence, and lastly the writing of the curriculum.

Whenever a new need arises in education, especially an emergency need, then the total process of curriculum preparation has to be telescoped into a short period of time. Such was the case with bilingual education in the late 1960's and early 1970's. We have learned much from those early, massive efforts to meet the pressing needs of our children of limited English-speaking ability. Today we are aware of the consequences of many hasty decisions that had to be made. Under the circumstances, however, we gave our hearts to the task and did the best we could. We know now that had there been sufficient time to properly implement the task, we perhaps would have done many things differently.

So too was the case with the preparation of this curriculum. It was designed to prepare bilingual-bicultural training counselors to train personnel in child development centers throughout Texas to earn their Child Development Associate Credential.

The staff was composed of regular St. Edward's faculty who already had full-time teaching loads for the Spring semester, 1978. Our task was the total writing of a curriculum. As educators, we are somewhat reluctant to disseminate a product conceived in such haste and under such pressure. We in no way consider this curriculum a finished product. Several field testings would be needed to validate its appropriateness for preparing the training counselors. Nonetheless, we are willing to share our efforts with others who might be faced with a similar task. We hope that this curriculum will serve as a guideline for others who attempt to prepare CDA bilingual-bicultural training counselors in the near future.

We wish to express our thanks to the staff of the Early Childhood Development Division of the Texas Department of Community Affairs for their encouragement and support as we implemented the project; to Jeannette Watson, Director of the Early Childhood Development Division; Arturo Gil, Project Coordinator; and Caroline Carroll, whose invaluable advice and encouragement sustained us throughout the project; to Dr. Glenn Hinkle, Chairman of the Center for Teaching and Learning, St. Edward's University, who supplied moral support and took responsibility for the logistics; and to Candelario F. Huerta, Jr., who as field supervisor, literally flew to every corner of Texas each week to supervise the students.

Sister Marie Andre Walsh

Sister Marie Andre Walsh, IHM, Ph.D.
Curriculum Coordinator

PREFACE-CDA BASIC COMPETENCIES

GUIDELINES

The six identified CDA competencies are considered background for students entering the graduate CDA Bilingual-Bicultural program.

Through response to an evaluation session of objective and essay questions at the beginning of the program student possession of the CDA competencies was ascertained. Accomplishment level of 85% was designated as adequate for obtained competency in any given area.

Students were informed of obtained scores through written report for each of the twenty-seven objective and essay tests.

Students received a module for each of the competency areas.

Completion of deficiencies and enhancement in areas where additional preparation would be enriching are expected results from use of the guided study suggestions. Apart from class discussion, module completion remains the responsibility of the student.

Completion of the exercises will provide evidence of effort to correct deficiencies. Specific written reports of exercise completion are to be submitted by the deadline. Earlier dates are acceptable. Each report needs to clearly identify which competency and which area is to be credited.

During the final session post-testing may be offered to confirm deficiency removal.

RATIONALE

The CDA training program is designed to train competent child care professionals able to work with young children. The basic competencies as outlined in this MODULE rely on the CDA Counselor's previous experience in teaching or caring for young children and are divided according to PURPOSE, OBJECTIVES, ACTIVITIES, and RESOURCES. These basic competencies emphasize the important concepts involved in creating the kind of Early Childhood Center which will contribute to the personal growth and development of each child in the center and to the CDA Counselors' ability to be a competent teacher of young children.

EDITOR'S NOTE

Federal guidelines for the program require that we train bilingual-bicultural CDA trainers who demonstrate the ability to train CDA candidates to demonstrate the core CDA competencies plus those additional competencies necessary for working with Spanish-speaking children.

This section attempts to address this requirement.

MODULE 1. SAFE AND HEALTHY LEARNING ENVIRONMENT

PURPOSE

To identify the purposes for providing a safe and healthy learning environment that fosters individual learning as children explore, experiment and manipulate objects within that environment.

OBJECTIVES

Upon completion of this module the CDA student will be able to:

1. Organize outdoor space and equipment into activity areas which encourage free play in a safe environment.

2. Describe how equipment can stimulate different kinds of outdoor play.

3. Demonstrate ability to plan and teach children different kinds of outdoor play activities.

4. Organize classroom space into learning centers for activities such as dramatic play, block building, painting, housekeeping, etc.

5. Demonstrate ability to plan and teach at least four indoor activities and demonstrate means to help children develop the social skills needed to participate in these activities.

6. Describe the health and development needs of children and demonstrate ability to teach good health habits.

7. Describe steps to provide a safe environment and the necessary preventative measures to avoid hazardous conditions both indoors and outdoors in the center.

PRETEST

LEARNING ACTIVITIES

1. Design an outdoor playground, indicating what equipment is needed and where it should be placed. List kinds of activities which might take place in each area and describe how different kinds of equipment might stimulate different play activities.

2. Plan and carry out two kinds of outdoor play activities with children. Write a rationale as to the effectiveness of these activities. Consider both teacher and children's participation.

3. Suppose you were starting a new day care center. What kinds of activities (play, meals, rest time) would you expect to happen? Describe how you would organize the space indoors so that activities could take place.

4. Plan and carry out two kinds of indoor activities with children. Describe the effectiveness of the activities from both a learner and teacher perspective.

5. List seven good health habits which children should learn and discuss why they are important.

6. Teach a group of learners one of the good health habits on your list.

7. Describe at least six ways in which you can protect the safety of children in a day care center. Consider both indoor and outdoor areas in connection with safety.

INTERFACE WITH BILINGUAL-BICULTURAL CDA COMPETENCY TRAINING

Confer with Field Supervisor and your Instructor.

EVALUATION

Written reports of the activities completed as assigned.

POSTTEST

SELECTED RESOURCES

Pitts, Mabel B. "Tires are Tools for Learning." Austin, Texas. State Department of Public Welfare, 1977.

Spencer, Mima and Carroll, Caroline. (editors) CDA Instructional Materials: Book 1: Setting Up and Maintaining a Safe and Healthy Learning Environment. Austin, Texas. Texas Department of Community Affairs, 1977.

Additional resources. (listed resources in CDA Manual)

NOTES

MODULE 2. PHYSICAL AND INTELLECTUAL COMPETENCE

PURPOSE

To identify experiences that will advance the physical and intellectual growth of each child and to develop sensitivity to the feelings of children as the CDA student recognizes that the logic of a child has value in the growth of his intellect.

OBJECTIVES

Upon completion of this module the CDA student will be able to:

1. Teach at least three distinct activities which instruct the learners to note the differences and similarities between physical characteristics of objects, e.g. shape, size, color, weight, texture.

2. List at least six learning experiences that will provide children with the opportunity for facial expression and individual play.

3. Describe at least two activities which help children develop their expressive language skills.

4. Discuss ways to help children improve their language and comprehension skills through conversation, books, and games.

5. Discuss the importance of helping children understand the various phases of their environment: weather, activities of insects and animals, mechanical functions, learning through the senses, and adult work activities.

6. Teach children exercises, movement activities and games designed to promote good physical development.

PRETEST

LEARNING ACTIVITIES

1. Plan two experiences for a group of learners which invite them to explore different ways of using art, science, or math materials. Ask questions which will stimulate the learner's verbal expression and thought processes.

2. Demonstrate ability to design and make materials for teaching language skills, numbers, and nutrition.

3. Design an activity in which children are asked to express themselves symbolically through dramatic play.

4. Design an activity to increase language prowess (creative use of language). Use this activity with a group of learners.

5. Set up environmental stations at your day care center with activities that will help children learn and appreciate more about their environment.

6. Teach an activity for promoting motor skill development in the 3-year-olds; teach the same activity to a group of 5-year-olds. Note the extent to which the older children have increased their physical skills.

INTERFACE WITH BILINGUAL-BICULTURAL CDA COMPETENCY TRAINING

Confer with Field Supervisor and your Instructor.

EVALUATION

Written reports on completed activities.

POSTTEST

SELECTED RESOURCES

Mima Spencer and E. Caroline Carroll. CDA Instructional Materials Book 2: Advancing Physical and Intellectual Growth. Texas Department of Community Affairs, Early Childhood Development Division. Austin, Texas 1977. pp. 7-90.

Ratliff, Rick, "Books Explain Child Development," Austin American Statesman, March, 1978.

__________ "Psychomotor Activities."

__________ "Success Through Play."

Additional resources listed in CDA Instructional Materials Book 2.

NOTES:

MODULE 3. BUILDING POSITIVE SELF-CONCEPT

PURPOSE

Self-concept is a collection of feelings a person has about himself. This module explains how self-concept develops and presents ways to foster positive self-concept in children.

OBJECTIVES

Upon completion of this module the CDA student will be able to:

1. Provide a learning environment in which a child can develop a sense of positive identify, a healthy self-concept, and gain confidence in himself as a unique and competent individual.
2. Carry on five different kinds of activities through which children can experience success and satisfaction.
3. Discuss basic principles of child development and ways to help children accept their feelings, strengths and limitations.

PRETEST

LEARNING ACTIVITIES

1. Describe three ways in which a teacher might reinforce or encourage growth of a positive self-concept.

2. Demonstrate in the classroom an activity which would help to improve self-concept.

3. List five comments which might lead to fostering a poor self-cept.

INTERFACE WITH BILINGUAL-BICULTURAL CDA COMPETENCY TRAINING

Confer with Field Supervisor and your Instructor.

EVALUATION

POSTTEST

SELECTED RESOURCES

Mima Spencer and E. Caroline Carroll. CDA Instructional Materials. Texas Department of Community Affairs, Early Childhood Development Division. Austin, Texas, 1977. pp. 7-18.

Additional resources listed in CDA Instructional Materials: Book 3.

NOTES

MODULE 4. POSITIVE FUNCTIONING OF CHILDREN AND ADULTS

PURPOSE

This module aims to help meet a modeling need of adults and expressive needs of children. Since it is entirely possible that the staff of a day care center may spend more time with the children than the children's own parents, it is imparative that the staff set good examples, serve as models, and create an atmosphere of understanding and acceptance where children feel free to express their ideas and feelings, make choices and make friends.

OBJECTIVES

Upon completion of this module the CDA student will be able to:

1. Create an atmosphere within the children's center in which social development is encouraged and positive and negative feelings can be expressed and accepted.

2. Lead children to the discovery that the rights of each human being to be himself is a cherished right and to the awareness that individual differences are valuable to society.

3. Provide learners at the center the opportunity to work in groups as well as individually.

4. Set examples for children by working with other staff members responsibly.

5. Lead children to the discovery that rules for social conduct are rules that can and should be respected and are necessary in any society.

6. Acquaint learners with the ethnic heritages of others and provide opportunities through teaching that enable children to value and respect each other's background and customs.

7. Recognize that the family backgrounds of children with whom one works offer a rich resource that can be built upon to enhance center activities.

PRETEST

LEARNING ACTIVITIES

1. Construct an INVENTORY sheet for answering the following questions about your day care center.

    a. In what ways does the center encourage learning?
    b. How effectively does the staff work together?
    c. What evidence is seen that the children feel comfortable at the center?
    d. How would you describe the adults at the center? (accepting, competence, etc.)

2. Using the INVENTORY sheet as a guide choose a problem area at the center and suggest ways to make changes. (Keep in mind that the director and other staff may not agree with you. Go slowly when trying to introduce a new idea.)

3. Choose an activity suggested from your readings which would help to promote social development in children. Teach the activity to a group of learners at your center. (Lesson Plan format provided to insure the use of research validated principles of instruction.)

4. With the children at the center make a list of suggested rules for behavior and encourage the children to site reasons certain rules may be necessary for the center to run smoothly.

5. List three (3) activities which encourage learners to play cooperatively and three (3) activities for independent involvement.

6. Discuss with teachers and staff members individual responsibilities in a child care center. Record the responses.

7. Plan a sharing time where children tell about their families and family heritage. Allow time for discussion, e.g. good, customs, holidays.

8. Make a list of appropriate stories, records, dances, movement activities, and songs which could be used with different ethnic groups.

9. Invite a resource visitor to share from his/her own ethnic background, e.g. art, music, tales, etc.

10. Discuss with members of the center and your trainees about the feelings each of you have toward the culturally different. Record the responses of each participant.

INTERFACE WITH BILINGUAL-BICULTURAL CDA COMPETENCY TRAINING

Confer with Field Supervisor and your Instructor.

EVALUATION

Completed written reports of activities.

POSTTEST

SELECTED RESOURCES

Cherry, Clare. Creative Movement for the Developing Child (2nd ed.) Fearon Publ., Inc., 6 Davis Dr., Belmont, Calif. 94002. 1971.

Conta, Marcia Maher, and Reardon, Maureen. Feelings Between Friends. Raintree Publ., Ltd., 205 W. Highland Ave., Milwaukee, Wi. 53202. 1975.

Draper, Mary Wanda and Draper, Henry E., Caring for Children. Charles A. Bennet Co., Inc., 809 W. Detweiller Dr., Peoria, Ill. 61614. 1975.

How Can Teachers Help Children Make Friends? Educational Resources Information Center/Early Childhood Education. (ERIC/ECE), 805 W. Pennsylvania Ave., Urbana, Ill. 61801.

Hipple, Marjorie L. Early Childhood Education: Problems and Methods. Goodyear Publ. Co., 1640 Fifth St., Santa Monica, Calif. 90401. 1975.

Krumbolty, John D., and Krumbolty, Helen G. Changing Children's Behavior. Prentice-Hall Inc., Englewood Cliffs, N.J. 07632. 1972.

Payne, Arlie Jean. A Climate for Learning. Kendall/Hunt Publ. Co., 2460 Kerper Blvd., Dubuque, Iowa 52001.

Spivack, George, and Shure, Myrna G. Social Adjustment of Young Children. A Cognitive Approach to Solving Real-Life Problems. Jossey-Bass, Inc., Publ., 615 Montgomery St., San Francisco, CA 94111. 1973.

Griffin, Louise, et. al., Multi-Ethnic Books for Young Children. National Association for the Education of Young Children (NAEYC), 1834 Connecticut Ave., N. W. Washington, DC 20009. 1970.

Throop, Sara. Social Studies for the Young Child. Flaron Publ., Inc., 6 Davis Dr., Belmont, Calif. 94002. pp. 3-28. 1974.

NOTES

MODULE 5. HOME-CENTERED CHILD REARING

PURPOSE

The purpose of this module is to enable the CDA Counselor in training to help parents see that the importance of encouraging parent/child dialogue, showing affection, and playing with their children tends to faster positive self-concept intern leading to better relationships between child and parent. Parents and teachers want to see children develop into healthy, happy adults. The ways in which parents and teachers work together can benefit or binder this growth. Through cooperative effort the day care center (with the parent) can contribute in a substantial way to the ongoing cognitive, affective and psychomotor development of each child.

OBJECTIVES

Upon completion of this module the CDA student will be able to:

1. Work with parents and encourage them to participate in the center's program.

2. Make it clear to parents the basic premises of child development and how they may improve the management of their young children.

3. Plan and schedule on a regular basis meetings with parents for the purpose of sharing ideas concerning child rearing practices and how all can be of help in making the center bridge-the-gap between home and school.

4. Allow parents opportunities to share their knowledge, talent and skill in an effort to build closer ties between the center and the home.

PRETEST

LEARNING ACTIVITIES

1. Present on paper a hypothetical situation where you are having a conference with a parent of one of your center children. How would you build the parents confidence in his/her child? How would you explain areas in which the child needs help?

2. Schedule a meeting with the parents of the children in your center for the purpose of explaining what is meant by the development of the total child (physical, emotional, intellectual, and social). Describe to them aspects of each and at the various age levels your center represents. Record the results of the meeting as to parental response and activities of involvement.

3. Discuss in a one-page typed summary the importance of a good parent/teacher/child relationship.

4. Describe in a two-page typed summary how your center is organized and why you think it would benefit a child to be there.

5. Discuss how you would talk to a parent whose child is having difficulty adjusting to a center. (You may present this as a hypothetical situation in a one-page typed summary.)

6. Plan one parent involvement activity and describe in a one-page typed report how this idea developed, was carried out. Be sure to evaluate the effectiveness of this activity.

7. Design an activity to involve the parents and children in their own neighborhood. This might be distributing notices about the center, collecting paper for recycling, etc.

INTERFACE WITH BILINGUAL-BICULTURAL CDA COMPETENCY TRAINING

Confer with Field Supervisor and your Instructor.

EVALUATION

Submit items called for in the activities to the course instructor. Written report of completed activities.

POSTTEST

SELECTED RESOURCES

Adair, Thelma, and Eckstein, Ester. Parents and the Day Care Center. Federation of Protestant Welfare Agencies, Inc., 281 Park Ave. South, New York, NY 10010. 1969.

Cantor, Barbara and Chabrow, Sheila. Teaching Parents: The Why's and How's. Parent Cooperative Preschools International, 20551 Lakeshore Rd., Baied' Urfe, Quebec, Canada. 1972.

Cherry, Clare; Harkness, Barbara and Kuyma, Kay. Nursery School Management Guide. Flaron Publishers, Inc., 6 Davis Dr., Belmont, CA 94002. 1973.

Cultural Awareness for Young Children. CAYC Learning Tree, 9998 Ferguson Road, Dallas, Texas 75228.

Dodson, Fitzhugh. How to Father. Nash Publishing Corp., Order Service Center, 50 Liberty Ave., Freeport, NY 11520. 1974.

Dorian, Margery, and Gulland Frances. Telling Stories Through Movement. Flaron Publishing, Inc., 6 Davis Dr., Belmont, CA 94002. 1975.

Gordon, Thomas. Parent Effectiveness Training. New American Library. 1301 Avenue of the Americas, New York, NY 10019. 1975.

Language Experiences for Your Preschooler, Part I: Activities at Home. State Education Department, Publications Distribution, Washington Ave., Albany, NY 12234. 1974.

Partners in Language: A Guide for Parents. American Speech and Hearing Association. 9030 Old Georgetown Rd., Washington, DC 20014. 1973.

Spock, Benjamin, "Teaching Children to be Independent," Redbook. October, 1975. pp. 22, 24, 26, 29.

NOTES

MODULE 6. SUPPLEMENTARY RESPONSIBILITIES

PURPOSE

The child center teacher along with the director and staff have a responsibility to carry out such tasks as accurate record keeping, flexible scheduling and planning to meet learner needs, and the overall management of the children's centers. These duties are in combination with the creative teaching tasks expected of a competent trained center director or teacher and will be dealt with in this module.

OBJECTIVES

Upon completion of this module the CDA student will be able to:

1. Discuss the importance of record keeping at a day care center and what and why such records are needed.

2. Design samples of appropriate record keeping forms needed in a day care center. (Refer to ASSESSMENT Module.)

3. Report to parents concerning pupil progress, via the record keeping devices.

4. Plan a schedule for a day care center which is flexible enough to accomodate to the changing needs of children yet stable enough to provide a sense of orderly routine.

5. Describe the responsibilities of a day care administrator and the ways in which these responsibilities, e.g. budgeting, staff selection and training, evaluation, nutrition, program planning, and accountability are carried out.

6. Describe licensing requirements and city or county regulations which affect a day care center and state why these regulations are necessary.

PRETEST

LEARNING ACTIVITIES

1. Make a list of records presently being kept at the center. Based upon your knowledge of records needed at a center, list additional records which would be helpful in maintaining accurate records for a day care center. (Refer to ASSESSMENT Module resources in this module.)

2. Report to the parents of one child the results of observations made through the ASSESSMENT Module, Forming Accurate Predictive Judgments.

3. Write up a daily schedule for at least two of the children you observed through the ASSESSMENT Module, Forming Accurate Predictive Judgments, which emphasizes the individual needs of those children and reflects your knowledge of child development.

4. Read at least one module resource for managing a children's center. Take accurate notes and be prepared to discuss this with the center director.

5. Read the state licensing regulations and with a partner make a list of the (10) ten most important regulations affecting the well-being of the children in a center.

6. Arrange, if possible, a class meeting with a guest speaker to discuss licensing requirements.

INTERFACE WITH BILINGUAL-BICULTURAL CDA COMPETENCY TRAINING

Confer with Field Supervisor and your Instructor.

EVALUATION

Submit items called for in the activities to the course instructor. Completed written report of activity assignments.

POSTTEST

SELECTED RESOURCES

1. Evaluating Children's Progress: A Rating Scale for Children in Day Care. Southwestern Day Care Project, Southern Regional Ed. Board, 130 Sixth St., N.W., Atlanta, GA 30313. 1973.

Evans, E. Gelle, et. al. Designing a Day Care Center: How to Select, Design and Develop a Day Care Environment. Beacon Press, 25 Beacon St., Boston, Mass. 03108.

Mattick, Ilse, and Perkins, Francis. Guidelines for Observation and Assessment: An Approach to Evaluating the Learning Environment of a Day Care Center. Day Care and Child Development Council of America, Inc., 1012 14th St., N.W., Washington, DC 20005, 1973.

Mussen, Paul H. Psychological Development of the Child. 2nd ed. Prentice-Hall, Inc., Englewood Cliffs, NJ 07632. 1973.

Breithart, Vicki. The Day Care Book. The Why, What, and How of Community Day Care. Alfred A. Knopf, Inc., 201 E. 50th St., New York, NY 10022. 1974.

NOTES

MODULE 7. INSTRUCTING THE CDA TRAINEE

PURPOSE

The accumulation of knowledge is of little importance unless that knowledge is skillfully analyzed, applied and eventually evaluated. The CDA Counselor has spent a significant amount of time striving for a knowledge base with which to begin the task of instructing CDA trainees. From this knowledge base the hope is that unique programs will be planned and taught by competent trained personnel.

OBJECTIVES

Upon completion of this module the CDA student will be able to:

1. Make specific learning assignments to CDA trainees.
2. Evaluate the effectiveness of instruction upon CDA trainees.

PRETEST

LEARNING ACTIVITIES

1. Using the CDA modules as resource for planning your own Early Childhood programs, make specific assignments to your trainees under each of the categories with which we have dealt.

2. Evaluate the effectiveness of trainee instruction upon learners by submitting trainee progress reports.

INTERFACE WITH BILINGUAL-BICULTURAL CDA COMPETENCY TRAINING

Confer with Field Supervisor and your Instructor

EVALUATION

Submit items called for in the activities to course instructor.

POSTTEST

SELECTED RESOURCES

CDA Modules for BASIC COMPETENCIES

DEVELOPED BY: Sister Madeleine Sophie Weber
Betty Hardy
Bilingual-Bicultural CDA Training Counselor Program
Center for Teaching and Learning
College of Education
St. Edward's University
Austin, Texas 78704

NOTES

INTERFACE

The CDA Training Counselor should be able to demonstrate his or her competency by attaining "Highly Competent" or "Competent" in at least 80 percent of the following behaviors:

ORGANIZATION AND MANAGEMENT OF TRAINING AND SUPERVISION

The Bilingual-Bicultural CDA Training Counselor should be competent in:

1. Developing a personalized training program for each of his/her CLA trainees.
2. Establishing an on-going working/learning contract with each field site and trainee.
3. Developing a regular training schedule with each trainee.
4. Scheduling regular planning sessions with each trainee.
5. Developing record-keeping procedures.
6. Establishing rapport with administrative personnel in the center.
7. Establishing rapport with other staff members in the center.
8. Assessing trainees ability to work with young children.
9. Specifying goals and objectives related to individual assessed needs.
10. Designing a support system to reinforce training.

It is the responsibility of the student trainer to confer with his instructor and field supervisor concerning attainment and demonstration of each behavioral objective given above. The user will not be able to identify every single competency specified in the curriculum component. However, it will be the individual responsibility of the student training counselor to understand and demonstrate the competencies and the field supervisor to document performance of these, within the total context of academic and field work.

ATTACHMENT

ORGANIZATION AND MANAGEMENT OF TRAINING AND SUPERVISION

	The Bilingual-Bicultural CDA Training Counselor should be competent in:	1	2	3	4
1.	Developing a personalized training program for each of his/her CDA trainees.				
2.	Establishing an on-going working/learning contract with each field site and trainee.				
3.	Developing a regular training schedule with each trainee.				
4.	Scheduling regular planning sessions with each trainee.				
5.	Developing record-keeping procedures.				
6.	Establishing rapport with administrative personnel in the center.				
7.	Establishing rapport with other staff members in the center.				
8.	Assessing trainees ability to work with young children.				
9.	Specifying goals and objectives related to individual assessed needs.				
10.	Designing a support system to reinforce training.				

---

*1 - Highly Competent--Successfully plans and carries out highly effective activities for a CDA trainee, with continual self-evaluation of program effectiveness.

2 = Competent--Plans and carries out effective activities for a CDA trainee, with supervisory evaluation initiating program improvement.

3 = Needs Improvement--Requires training and/or experience to be independently responsible.

4 = Unknown--Assessment impossible: Conditions prevented desired preformance, time inadequate to determine level, other hindrances, e.g., language, personal differences.

INTERFACE

The CDA Training Counselor should be able to demonstrate his or her competency by attaining "Highly Competent" or "Competent" in at least 80 percent of the following behaviors:

MODELING EFFECTIVE TEACHER BEHAVIOR

The Bilingual-Bicultural CDA Training Counselor should be competent in:

1. Demonstrating a like for children.
2. Exhibiting a concern for children.
3. Exhibiting a sense of humor.
4. Speaking to children at their eye level.
5. Demonstrating acceptance of children as persons.
6. Demonstrating firmness and fairness in dealing with children.
7. Showing affection for children.
8. Demonstrating consistence in her/his behavior with children.
9. Exhibiting confidence as a teacher.
10. Demonstrating enthusiasm for working with children.
11. Speaking in an agreeable voice.
12. Demonstrating genuine emotion as indicated by smiling and/or laughing or expressions of sadness.
13. Demonstrating a relaxed manner.
14. Interacting freely with children, asking questions and making comments.
15. Demonstrating patience with children.
16. Demonstrating calmness and sereness with no excess conflict or rigid control of children.
17. Exhibiting ability to handle multiple inputs.

18. Exhibiting alertness to situations.

19. Demonstrating awareness of emotional states of children.

20. Making physical contact with children.

21. Demonstrating flexibility in handling children and related activities.

It is the responsibility of the student trainer to confer with his instructor and field supervisor concerning attainment and demonstration of each behavioral objective given above. The user will not be able to identify every single competency specified in the curriculum component. However, it will be the individual responsibility of the student training counselor to understand and demonstrate the competencies and the field supervisor to document performance of these, within the total context of academic and field work.

ATTACHMENT

MODELING EFFECTIVE TEACHER BEHAVIOR

The Bilingual-Bicultural CDA Training Counselor should be competent in:

		1	2	3	4
1.	Demonstrating a like for children.				
2.	Exhibiting a concern for children.				
3.	Exhibiting a sense of humor.				
4.	Speaking to children at their eye level.				
5.	Demonstrating acceptance of children as persons.				
6.	Demonstrating firmness and fairness in dealing with children.				
7.	Showing affection for children.				
8.	Demonstrating consistence in her/his behavior with children.				
9.	Exhibiting confidence as a teacher.				
10.	Demonstrating enthusiasm for working with children.				
11.	Speaking in an agreeable voice.				
12.	Demonstrating genuine emotion as indicated by smiling and/or laughing or expressions of sadness.				
13.	Demonstrating a relaxed manner.				
14.	Interacting freely with children, asking questions and making comments.				
15.	Demonstrating patience with children.				
16.	Demonstrating calmness and sereneness with no excess conflict or rigid control of children.				

ATTACHMENT

		1	2	3	4
17.	Exhibiting ability to handle multiple inputs.				
18.	Exhibiting alertness to situations.				
19.	Demonstrating awareness of emotional states of children.				
20.	Making physical contact with children.				
21.	Demonstrating flexibility in handling children and related activities.				

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*1 = Highly Competent--Successfully plans and carries out highly effective activities for a CDA trainee, with continual self-evaluation of program effectiveness.

2 = Competent--Plans and carries out effective activities for a CDA trainee, with supervisory evaluation initiating program improvement.

3 = Needs Improvement--Requires training and/or experience to be independently responsible.

4 = Unknown--Assessment impossible: Conditions prevented desired performance, time inadequate to determine level, other hindrances, e.g., language, personal differences.

MODULE 8 CDA CREDENTIAL AWARD SYSTEM WORKSHOP

PURPOSE

The goal of CDA training for early childhood development personnel is twofold: to assist teacher/caregivers of young children to acquire competencies necessary to provide quality care for the children for whom they are professionally responsible; and to prepare them to apply for a national credential which will attest to their competence.

The CDA credential award system is unique among certifications in that it is characterized by an individualized, performance-based, self-paced assessment process. An important feature of CDA training is an orientation to that process to familiarize trainees with what the assessment process entails, should they choose to apply.

The purpose of this workshop is to orient CDA bilingual-bicultural trainers to the CDA Credential Award System so that they can provide information and assistance to their trainees and other interested members of their community.

OBJECTIVES

The participants will:

--Describe structure and functions of the CDA Consortium

--Explain the use of the functional areas in the Credential Award System

--List the phases/steps of the Credential Award System

--Explain the guidelines for developing the portfolio

--Define the qualifications and responsibilities of the LAT members

--Describe the local assessment team meeting

--Demonstrate the ability to use the LAT Guidelines to find information

--Define their individual role as a CDA trainer

INVENTORY

Circle each Statement that is CORRECT:

1. The CDA Consortium

   a. is located in Washington, D.C.

   b. has branch offices in each state.

   c. is a government agency.

   d. is a private, non-profit corporation.

   e. is federally funded.

   f. is governed by a Board of Directors.

2. To be eligible to become a CDA, one must:

   a. have completed a CDA training program.

   b. have at least 8 consecutive months full-time or 16 months part-time experience in working with 3-5 year olds in a group setting.

   c. be currently employed as a day care teacher.

   d. be 16 years old or older.

3. The candidates' portfolio

   a. must be divided into 13 sections.

   b. must contain photos of the center and children.

   c. must contain at least 5 entries for each functional area.

   d. must include an explanation of why each entry is included.

   e. must include a brief personal sketch.

   f. must be sent to the Consortium following the local assessment team meeting.

FILL IN THE BLANKS

4. The 4 members of the Local Assessment Team are: ____________, ________________, ________________, _______________.

5. The 6 CDA _______________ are divided into 13_______________, which are the foundation of the assessment process.

6. List the phases of the Credential Award System.

7. To be assessed, a candidate must be observed working with at least ___________ children; ___________% of whom must be 3-5 years old.

8. There are __________ CDA's in the nation as of June, 1977.

9. There are __________ CDA's in Texas as of June, 1977.

10. The application fee is $_________ and the assessment fee is $___________.

TRUE OR FALSE

Circle the CORRECT answer.

11. (T F) The Consortium Representative is a full-time employee of the Consortium.

12. (T F) The Parent-Community Representative is reimbursed $15 for expenses incurred in fulfilling his/her responsibilities.

13. (T F) All four of the local assessment team members have an equal vote.

14. (T F) A 3-1 team vote is sufficient to award a candidate the credential.

15. (T F) The CDA Credential when awarded is valid for life.

LEARNING ACTIVITIES

In the Large Group:

1. View the presentation entitled "An Overview of CDA."

In Learning Centers:

2. Using the Local Assessment Team Guidelines, study the enrollment and application forms as a CDA candidate.

3. Complete the activity on the Selection of Parent-Community Representative of the LAT.

4. Complete the activity on the Selection of Trainer for LAT.

5. Complete the activity on Portfolio Development.

6. Review the forms used in the CDA Credential Award System.

In the Large Group:

7. Discuss with the workshop leader how the candidate goes about becoming a credentialed CDA.

8. Discuss with the leader any questions, concerns, or observations you have about CDA.

9. Discuss the trainer's role in the credential award process.

10. Evaluate the workshop on the Participant's Evaluation Form.

11. Call the candidate Hot Line 800-424-5110 with any questions and continue your good work to improve the quality of care for Texas children.

RESOURCES

CDA Consortium literature, including:

CDA Competency Standards*

Local Assessment Team Guidelines

"Smoother Routes:" Answers to most often asked questions*

"CDA Abstract:" A summary of the credential award system*

Portfolio Preparation Workbook*

Sample Application Form*

Enrollment brochure*

"The CDA Credential and You" brochure*

Local Assessment Team Packets

CDA Consortium transparency presentation, "Overview of the Credential Award System."

Transparency presentation prepared by the Early Childhood Development Division including: Steps to obtaining the credential; requirements and responsibilities of LAT members; the LAT procedures.

Poster Display: CDA Consortium forms used by LAT members in the assessment process.

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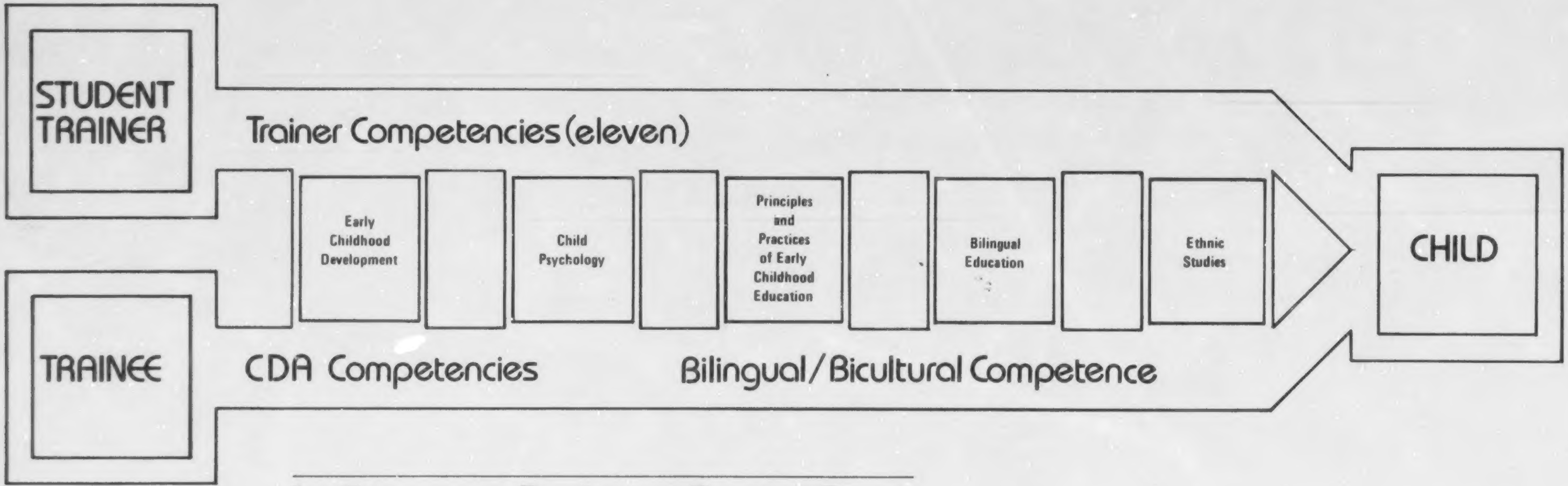
*Copies given to participants


STUDENT TRAINER
Trainer Competencies (eleven)
Early Childhood Development
Child Psychology
Principles and Practices of Early Childhood Education
Bilingual Education
Ethnic Studies
CHILD
TRAINEE
CDA Competencies
Bilingual/Bicultural Competence

bilingual~bicultural
CDA trainer program
a two track program

PREFACE-CHILD DEVELOPMENT COMPONENT

One of the criteria for admitting candidates into the CDA Training Counselor Program was that the student have a strong background in early childhood development. Preliminary testing during the first session revealed that the participants had at best a sketchy background. Given the limited time in which to make up for the lacunae presented a special problem to the curriculum writers in this area. It was a physical impossibility to meet all the needs of the participants, hence an effort was made to address some of the most obvious areas of weakness. Users of this portion of the curriculum may be faced with a similar experience. In all probability, they will need to prepare their own modules taking into consideration the profiles of their participants, which may be quite different from those of the group for whom these modules were designed.

MODULE 1. CHILD DEVELOPMENT: DEVELOPMENTAL PRINCIPLES AND APPROACHES

PURPOSE

1. To develop awareness of basic developmental principles important to understanding of human growth.

2. To become familiar with a variety of theoretical approaches which have been employed in study of psychological development.

3. To reinforce knowledge of scientific method.

OBJECTIVES

1. The student will identify some general developmental principles

    a. those which are widely agreed upon
    b. those which tend to be controversial

2. Define and explain the scientific method, identify implementations and applications.

3. Compare certain theoretical orientations relating to human growth and development.

PRETEST

LEARNING ACTIVITIES

1. Observe for manifestations of

   a. functional subordination
   b. competence motivation
   c. development of autonomy
   d. critical learning periods

2. Attempt a form of conditioning. Record specific age/sex of child with goal, stimulus, response, results of exercise.

3. Have trainee observe and then along with trainee each write two anecdotal reports of behavior.

4. Think, choose, write aspects of theoretical orientations which you both individually could make your own eclectic approach.

INTERFACE WITH BILINGUAL-BICULTURAL CDA COMPETENCY TRAINING

Confer with Field Supervisor and your Instructor.

EVALUATION

Assignment completion
Post-test at end of course

POSTTEST

SELECTED RESOURCES

1. Brophy, J. E. Child Development and Socialization. Chicago: Science Research Associates, 1977, pp. 3-49.

2. Helms, D. B. and Turner, J. S. Exploring Child Behavior: Basic Principles. Philadelphia: Saunders, 1978, pp. 2-18.

3. Hurlock, Child Development (Sixth Edition), New York: McGraw-Hill, 1978, pp. 1-44.

4. Stone, L. J. and Church, J. Childhood and Adolescence. (Third Edition) New York: Random House, 1975, pp. 156-205.

NOTES

MODULE 2. INFANCY

PURPOSE

To provide background in infant development in order to increase understanding of some of the normal stages the pre-school child has experienced so as to better understand the child.

OBJECTIVES

The student will have the ability to

1. identify landmarks in infant behavioral development

2. define common terms and basic concepts relative to development, such as:

   autogenous
   physiognomic perceiving
   biological clock
   implicit perception
   stranger anxiety
   ethnocentrism
   discrepancy hypothesis
   field dependence
   crawling
   creeping
   visual cliff effect
   motion parallax
   demand qualities
   object permanence
   egocentrism
   realism

picture realism
work realism
moral realism
physiognomy
empathy
synesthesia
intersensory effects
conversation
perceptual constancy
phenomenalism
dynamism
social learning theorists
identification
contingent enrichment
weaning
wisdom of the body
pica

3. identify changing trends and current issues in infant and child care

4. list Erikson's psychosocial states and explain meaning and establishment of basic trust

5. list and explain steps in Piaget's theory of cognitive development

PRETEST

LEARNING ACTIVITIES

INTERFACE WITH BILINGUAL-BICULTURAL CDA COMPETENCY TRAINING

Confer with Field Supervisor and your Instructor.

EVALUATION

Completed assignment and class discussion
Possibly post-test

POSTTEST

SELECTED RESOURCES

1. Ambron, S. R. Child Development (Second Edition). New York: Holt, Rinehart, Winston, 1978, pp. 75-131.

2. Brophy, J. E. Child Development and Socialization. Chicago: Science Research, 1977, pp. 70-140.

3. Elkind, D. A Sympathetic Understanding of the Child from Birth to Sixteen. Boston, Allyn and Bacon, 1971, pp. 7-24.

4. Frost, J. L. Revisiting Early Childhood Education. New York: Holt, Rinehart and Winston, 1973, pp. 73-118.

5. Helms, D. B. and Turner, J. S. Exploring Child Behavior. Philadelphia: Saunders, 1978, pp. 69-110.

6. McCandless, B. R. and Trotter, R. J. Children (Third Edition). New York: Holt, Rinehart, Winston, 1977, pp. 143-189.

7. Stone, J. L. and Church, J. Childhood and Adolescence (Third Edition). New York: Random House, 1975, pp. 54-152.

NOTES

MODULE 3. TODDLERHOOD

PURPOSE

To review the developmental sequences of the child between 15 months and 2 1/2 years of age and to develop familiarity with concepts relative to the age of toddlerhood in order to increase awareness of the pre-school child's experiential background.

OBJECTIVES

The student will

1. become familiar with behavioral development in toddlerhood
2. be able to identify and explain self-awareness and "autonomy" as described by Erikson and to discuss both development and importance
3. be equipped to discuss play and relevant activities in toddlerhood, including the sequential variations in form and content of play
4. list and explain areas of regulation of behavior in toddlerhood.

PRETEST

LEARNING ACTIVITIES

1. Note 5 manifestations of behavioral tasks of toddlerhood

    a. which are observed to be acquired by the preschooler or
    b. which a preschooler has not yet acquired or
    c. in case of b - steps which student has taken to help preschooler complete acquisition of task or
    d. combination of a, b, c,

2. Request trainee to observe, list and explain five behavioral tasks of toddlerhood manifested in current setting.

INTERFACE WITH BILINGUAL-BICULTURAL CDA COMPETENCY TRAINING

Confer with Field Supervisor and your Instructor

EVALUATION

Completed assignment and class discussion.
Possibly post-test.

POSTTEST

SELECTED RESOURCES

1. Ambron, S. R. Child Development (Second Edition). New York: Holt, Rinehart, Winston, 1978, pp. 132-221.

2. Elkind, D. A Sympathetic Understanding of the Child: Birth to Sixteen. Boston: Allyn and Bacon, 1971. pp. 47-52.

3. Helms, D. B. and Turner, J. S. Exploring Child Behavior. Philadelphia: Saunders, 1978, pp. 69-110.

4. Stone, L. J. and Church, J. Childhood and Adolescence (Third Edition). New York: Random House, 1975, pp. 208-216, 231-253.

NOTES

MODULE 4. PRESCHOOL CHILD

PHYSICAL DEVELOPMENT

PURPOSE

Review of the fact that during preschool years the child will experience continuous physical growth and developmental changes due primarily to genetic make-up which is influenced by environment.

OBJECTIVES

In regard to the preschool child, the student will be able to:

1. identify specific responses to physical needs of nutrition, exercise, clothing, sleep and rest.

2. recognize relation between physical growth and self-concept to assist child toward acceptance and integration of realities.

3. build on readiness to learn and to accomplish through recognition of differentiation between speed, strength and coordination in use of small and large muscles.

4. demonstrate understanding of uniqueness of development of each child by providing support through

    a. acceptance of the child
    b. attention to development
    c. provision of assistance and explanation when needed
    d. allowing child to do what can be done by self

e. taking guidance from child in regard to readiness
f. assistance in building patience and tolerance
g. encouraging development of skills which take time
h. demonstration of positive thinking
i. avoidance of comparisons
j. provision of materials for optimal growth

PRETEST

LEARNING ACTIVITIES

Record date, place, persons and activity, outcomes involved in at least two of the following.

Trainer:

1. Objectively evaluate own perception of a "slow moving" child, take positive steps to assist, guide and encourage. Note sequential reactions.

2. Check self on comparison of children with one another.

3. Make one environmental improvement to add to physical development of children.

Trainee:

4. Identify activities of at least two children which involve:

   a. small muscles
   b. large muscles
   c. coordination

5. Identify ethnic origins of physical appearance or ability of at least three children or of the group as a whole.

INTERFACE WITH BILINGUAL-BICULTURAL CDA COMPETENCY TRAINING

Confer with Field Supervisor and your Instructor

EVALUATION

Assignments and possible post-test.

POSTTEST

SELECTED RESOURCES

1. Ambron, S. R. Child Development (Second Edition). New York: Rinehart, Winston, 1978, 225-236.

2. Helms, D. B. and Turner, J. S. Exploring Child Behavior. Philadelphia: Saunders, 1978, 111-121.

3. Stone, J. L. and Church, J. Childhood and Adolescence. (Third Edition). New York: Random House, 1975, 54-152.

INTELLECTUAL DEVELOPMENT

PURPOSE

To encourage increased awareness of continuous development of the intellectual competencies of the preschool child and to suggest means of providing positive response to that growth. Since language development is treated in a separate lesson, it is not included here.

OBJECTIVES

The student is expected to:

1. develop familiarity with some of the skills important to the intellectual development of the preschool child, such as: imagery, memory, rote learning, attention, concept formation, classification skills, discrimination skills, recognition of

similarities, persistence, manipulation, curiosity and exploration, verbal learning skills.

2. learn to encourage child to develop perceptions through use of and attention to external senses.

3. counteract cultural deprivation by providing opportunities for external sensory perception.

4. encourage development of intrinsic motivation in the child thus aiding development of intellectual integrity.

5. identify child whose advanced intellectual skill in some areas overshadow lack of development in other areas.

6. develop awareness of preschool child's special intellectual developmental characteristics, and ability to meet them with encouragement and patience. These include attention span, egocentric approach, reasoning based on personal preference as evidence of fact (natural to child, wishful thinking for adult), initiating and responding to unique personal schemes, fact that child perceives more than is evident to adult, pre-conceptual and intuitive responses.

7. provide opportunities and materials for concept formation, skills and affect as readiness becomes evident.

PRETEST

LEARNING ACTIVITIES

Choose at least two of the following listing steps taken and brief account of outcomes.

Trainer:

1. Identify child with sensory deprivation and take at least two specific steps to encourage development in one of the five external senses.

2. Observe child with advanced skill in one area and note areas where development is needed, attempt to encourage child to venture into untried or unproven area.

Trainee:

3. Identify child with sensory deprivation and take two specific steps to encourage development in another, a sense different from that chosen by trainer.

4. Provide materials for any skill or concept in response to readiness recognized as displayed through child's curiosity.

5. Discover specific concept or skill child may possess by providing opportunity for child's active participation in responding, e.g. color, space, size, cause and effect, words and symbols, etc. Note level of knowledge or skill revealed through participation.

INTERFACE WITH BILINGUAL-BICULTURAL CDA COMPETENCY TRAINING

Confer with Field Supervisor and your Instructor.

EVALUATION

POSTTEST

SELECTED RESOURCES

1. Ambrom, S. R. Child Development (Second Edition). New York: Holt, Rinehart, 1978, pp. 222-278.

2. Brophy, J. E. Child Development and Socialization. Chicago: Science Research, 1977, pp. 147-225.

3. Helms, D. B. and Turner, J. S. Exploring Child Behavior. Philadelphia, Saunders, 1978, pp. 122-135.

4. Stone, J. L. and Church, J. Childhood and Adolescence (Third Edition). New York: Random House, 1975, pp. 295-343.

EMOTIONAL DEVELOPMENT

PURPOSE

Knowledge of development of emotions and their effects on personal growth and social adjustment is important for working with others. Yet all that can really be learned about a young child's emotional state must be learned from observations. Facial expressions and behaviors displayed reveal something of the emotions a child is experiencing. Awareness of emotional expression and development of means to recognize and understand it constitute the purpose of this lesson.

OBJECTIVES

Upon completion of this lesson, it is expected that the student will:

1. grow in ability to more accurately recognize emotional states of children.
2. develop skill in reacting to uniqueness of child's emotional state in an encouraging and growth-producing manner.
3. increase ability to accept both positive and negative emotional expression.
4. recognize physical and psychological reactions to emotional states.
5. guide children in communication skills, self-evaluation, social interactions and attitudes toward life in light of emotional expressions.
6. recognize that adult attitudes toward emotional expression have life-long effects on the young child.
7. recognize cultural differences in emotional expression.
8. permit initiative without guilt.
9. encourage healthy, supportive emotional expression of pent-up feelings.
10. respect a child's need for privacy and confidentiality.

PRETEST

LEARNING ACTIVITIES

Set example and encourage trainee in at least two of the following. Report steps taken and results.

1. Provide a child with opportunity of trial and error, permit expression of emotion, and guide to acceptance and comfortable atmosphere.

2. Help child to freely express emotion in growth-producing manner with control, understanding and patience.

3. Demonstrate how fear, anger, jealousy, dependency, aggression etc. are normal, acceptable and can be handled according to an individual's needs.

4. Encourage child to use initiative, intrinsic feedback, to beel good about self.

5. Stimulate curiosity, self-expression, and emotional evaluation of actions and reactions.

INTERFACE WITH BILINGUAL-BICULTURAL CDA COMPETENCY TRAINING

Confer with Field Supervisor and your Instructor

EVALUATION

POSTTEST

SELECTED RESOURCES

1. Ambron, S. R. *Child Development*. (Second Edition). New York: Holt, Rinehart, Winston, 1978, pp. 279-294.

2. Brophy, J. E. *Child Development and Socialization*. Chicago: Science Research Associates, 1977, pp. 227-243.

3. Henderson, Ronald W. and Bergan, John R. *The Cultural Context of Childhood*. Columbus: Charles E. Merrill, 1976, pp. 321-364.

4. Helms, D. B. and Turner, J. S. *Exploring Child Behavior*. Philadelphia: Saunders, 1978, pp. 150-159.

5. McCandless, B. R. and Trotter, R. J. *Children* (Third Edition). New York: Holt, Rinehart, Winston, 1977, pp. 88-136.

SOCIAL DEVELOPMENT

PURPOSE

To explore the meaning of social competency for the preschool child and the importance of the environment in its development.

Language is treated in an individual lesson and is minimally dealt with here.

OBJECTIVES

The student will develop ability to:

1. encourage social development of preschool child in various forms of play.

2. further development of autonomy, initiative as children strive for self-expression, self-awareness, self-image formation, social participation and social acceptance.

3. accept with patience child's need to clarify and to discover the place of various aspects of social development through exercises which need guidance and tolerance--sex role, age role, cooperation and competition, limitation, behavioral contagion, scatology, imaginary companions.

4. provides opportunities for child to meet others, to develop various stages of relationships with peers and in groups.

5. communicate with child in understandable language.

6. increase enjoyment of social experiences so that child is motivated to continue contacts.

7. allow for age and sex, position and status role practice particularly through trial and error.

8. help child to develop social graces and virtues normal for preschooler.

9. recognize, accept and attempt to redirect negative social expressions.

10. recognize social attitudes learned from adults, guide if appropriate.

PRETEST

LEARNING ACTIVITIES

Choose two of the following for trainer and trainee; note steps, outcomes.

1. Provide opportunities in actuality or through role playing for development of socially approved roles.

2. Encourage "loner" child to find security and happiness in company of others.

3. Provide opportunities for child to exercise cooperation, sharing, sympathy, unselfishness, friendliness or other social grace.

4. Establish atmosphere encouraging initiative or social communication.

5. Listen attentively to child--select one or two--for a period of two days.

INTERFACE WITH BILINGUAL-BICULTURAL CDA COMPETENCY TRAINING

Confer with Field Supervisor and your Instructor.

EVALUATION

Reports on field experience.
Post-test possible.

POSTTEST

SELECTED RESOURCES

1. Ambron, S. R. Child Development (Second Edition). New York: Holt, Rinehart, Winston, 1978, pp. 299-307.

2. Brophy, J. E. Child Development and Socialization. Chicago: Science Research Associates, 1977, pp. 244-266.

3. Helms, D. B. and Turner, J. S. Exploring Child Behavior. Philadelphia: Saunders, 1978, pp. 136-149.

4. McCandless, B. R. and Trotter, R. J. Children (Third Edition). New York: Holt, Rinehart, Winston, 1977, pp. 412-445.

5. Stone, J. L. and Church, J. Childhood and Adolescence (Third Edition). New York: Random House, 1975, pp. 256-291.

NOTES

MORAL DEVELOPMENT

PURPOSE

To develop awareness of the place and importance of moral development in the life of the preschool child.

OBJECTIVES

The student will be able to, for the good of the individual child:

1. recognize the state of moral development for that child and the fact that the stage of an individual is unique to that individual and does not necessarily rest in the chronological age of the child.

2. recognize the importance of choices for the child and practice provision of opportunities for child to make choices.

3. accept natural and logical consequences for choices and behaviors.

4. recognize that some behavior of children is amoral and/or premoral.

5. implement models for the moral development of children and recognize that models have both direct and indirect influence.

PRETEST

LEARNING ACTIVITIES

Choice of two for both trainer and trainee. Record steps and outcomes, evaluate experience as it affected implementer.

1. Provide child with choice of activities of use of materials--no compulsion.

2. Allow child time and freedom to explain behavior, choice, etc. allowing for meaning and reasoning.

3. Listen to child or children each telling account of activity without interruption, threatening questions or urges to complete.

4. Observe interpersonal relationships with and among children, note concern for others, for rules, for teachers.

5. Assist children to accept consequences of behaviors of choices so that outcomes are understood and accepted.

INTERFACE WITH BILINGUAL-BICULTURAL CDA COMPETENCY TRAINING

Confer with Field Supervisor and your Instructor

EVALUATION

Reports on field experience.
Possible post-test.

POSTTEST

SELECTED RESOURCES

1. Ambron, S. R. Child Development (Second Edition). New York: Holt, Rinehart, Winston, 1978, pp. 297-299.

2. Brophy, J. E. Child Development and Socialization. Chicago: Science Research Associates: 1977, pp. 266-269.

3. Helms, D. B. and Turner, J. S. Exploring Child Behavior. Philadelphia: Saunders, 1978, pp. 206-213.

4. McCandless, B. R. and Trotter, R. J. Children (Third Edition). New York: Holt, Rinehart, Winston, 1977, pp. 445-450.

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PREFACE-THEORETICAL UNDERSTANDING AND KNOWLEDGE

RATIONALE

A primary objective in studying the history of education is to gain a broad understanding of the main aspects and problems of education considered from the genetic, developing point of view. Early Childhood Curriculum derived from the varied philosophical and educational views and processes by which children learn and develop (physically, intellectually, socially, emotionally, and morally) need to be first, educationally sound and second, implemented by trained and competent personnel.

MODULE 1. HISTORICAL PERSPECTIVES AND DEVELOPMENT

PURPOSE

To identify the historical development of Early Childhood Education and to become aware of the philosophical variations which are the foundations for the evolution of Early Childhood Education.

OBJECTIVES

Upon completion of this module, the students will be able to:

1. Identify the basic convictions of ancient and medieval philosophers which provide substance for modern Early Childhood Education.

2. Identify the basic convictions of modern philosophers and educators.

ACTIVITIES

1. Identify in at least three children a unique characteristic which distinguishes the child from his peers. Document this knowledge through references to specific philosophical theory.

2. Observe and note specific instances which show the validity of childhood characteristics based upon tested philosophical approaches of how children develop, e.g. freedom of choice encouraged by Montessori.

RESOURCES

1. Frost, Joe L., Early Childhood Education Rediscovered. New York: Holt, Rinehart and Winston, 1968, pp. 69-122; 129-179; 277-317.
2. Frost, Joe L., Revisiting Early Childhood Education. New York: Holt, Rinehart and Winston, 1970, pp. 2-71.
3. Good, H. G., History of American Education. New York: MacMillan, 1956. pp. 4-18.
4. Graves, Frank P., A Students History of Education (Revised Edition). New York: MacMillan, 1936, pp. 390-407; 458-463; 475-478.
5. Muuss, Rolfe, Theories of Adolescence (3rd ed.) New York: Random House, 1975, pp. 11-36.
6. Parker, Samuel C., History of Modern Elementary Education. Totowa, New Jersey: Littlefield, Adams, 1970. pp. 135-207; 431-484.
7. Thompson, Merrit M., History of Education. New York: Barnes and Noble, 1962. pp. 112-115.

EVALUATION

Submit items called for in the activities to the instructors.

NOTES

MODULE 2. EARLY CHILDHOOD EDUCATION

PURPOSE

Early Childhood Education as a field of study has been concerned mainly with the psychological attributes of children, learning theories, and the various subject matter areas for classroom instruction which are considered essential for a functioning adult. However, education in the United States, a country composed of different cultural ideologies, introduces a multicultural concept regarding the "social Jivens" we may assume any child to have, and unless more is known about a child's cultural background, we have little basis for understanding him.

To people who perceive children's restlessness and curiosity as potential allies in search of knowledge and self-identification, teaching can be a challenge. A pre-school teacher's basic curriculum begins with helping learners understand the complex world in which they live, but it also assumes a sensitivity to human societies in general. This module seeks to help the CDA student explore the relationships between the social, emotional, cultural, and educational emphasis inherent in a well planned early childhood center.

OBJECTIVES

Upon completion of this module, the CDA student will be able to:

1. Cite reasons why interest in early childhood education has increased over the last several years.

2. Explain how teachers and other curriculum developers can make use of the research results available today in early childhood education.

3. Describe ways in which schools reflect society.

4. Describe ways in which a day care center can play a role in the strategic socialization of the young child.

5. Explain in what ways the school can affect the values of young children.

6. Describe some of the changes in child-rearing practices over the last seven decades.

ACTIVITIES

1. In a two-page typed summary, tell why interest in the education of the young child has increased.

2. Explain in a brief summarized typed paper how teachers and curriculum developers can make use of available research in early childhood education.

3. With a partner discuss ways in which schools reflect our societies and in which ways a day care center can plan a significant role in helping to bring about the socialization of the young child.

4. Plan an activity at your center which is intended to help learners clarify their values. (Be careful that you do not try to impose your value system on them.)

5. Interview parents from several decades ago and make note of the child-rearing practices in vogue at the time. How have practices changed? How are they still the same? Describe in a two-page typed report what you discovered and feelings concerning your discoveries.

6. Construct a bulletin board on the topic of VALUES at the center.

RESOURCES

1. Margolin, Edythe. Sociocultural Elements in Early Childhood Education. Macmillan Publ. Co., Inc. N. Y. 1974.

2. Clausen, John A., "An Historical and Comparative View of Socialization Theory and Research." Socialization and Society. Little, Brown and Co., 1968. p. 33.

3. Elkind, David. Children and Adolescents. New York: Oxford University Press. 1970.

4. Mead, George Herbert. Mind, Self, and Society. Chicago: The University of Chicago Press, 1967, p. 133.
5. Mills, Belen Collantes, and Ralph Ainslee Mills, Eds. Designing Instructional Strategies for Young Children. Dubuque, Iowa: William C. Brown and Company, Publ. 1972.
6. Wishy, Bernard. The Child and the Republic. Philadelphia: University of Pennsylvania Press, 1968.
7. Handout: "Growth Characteristics of Young Children".

EVALUATION

Submit items called for in the activities to the course instructors.

NOTES

PREFACE-CHILD DEVELOPMENT COMPONENT
CURRICULUM

Since a bilingual curriculum specifically designed for Head Start programs was in the process of development at the time of this project, it did not seem feasible to introduce the students to a specific curriculum for the preschool. Instead the participants were provided with an opportunity to master specific techniques that are essential for instructional decision-making such as (1) forming accurate predictive judgments, (2) understanding principles of instruction, and (3) reporting evaluation results. Having mastered these skills, the training counselor and the trainee are equipped to select curriculum materials which are suitable for achieving the instructional goals appropriate for a specific group of children.

EDITOR'S NOTE

Federal guidelines for the program require that we train bilingual-bicultural CDA trainers who demonstrate the ability to: (1) assess bilingual-bicultural preschool programs and train others to do this and (2) develop and implement bilingual-bicultural preschool programs, and assist and train others to do this.

This section attempts to address this requirement.

MODULE 1. EARLY CHILDHOOD CURRICULUM

PURPOSE

This module will enable the CDA student to identify ways in which the teacher may work with each child on a personal and individual basis. Since all learners must at sometime become a working part of a group or at least be affected by group decision-making; it is also important for teachers to be able to offer learners an environment which emphasizes peer involvement - through well planned and creative activities.

OBJECTIVES

Upon completion of this module, the CDA student will be able to:

1. Plan learning activities for outdoor individual and group involvement.

2. Plan art activities which reflect the stage of development and ethnic heritage of the learner.

3. Plan creative sciencing activities.

4. Plan language arts activities which involve learners in literature, dramatic play, oral language development, and listening activities.

5. Plan music activities that lend themselves to other aspects of the curriculum, the children's interests, and the ethnic heritage of each learner.

6. Plan field trips which extend the world of the learner and enhance his perception of man.

7. Plan cooking experiences with learners which emphasize good nutrition as well as eating as a social and enjoyable function.

ACTIVITIES

1. List the requirements for a good outdoor program.

2. Plan an outdoor activity and describe what value it held for developing the children's minds.

3. Make a list of the values inherent in outdoor activity.

4. Describe the goal for art education.

5. Refer to your modules in the ART Module and play any additional art activity which you feel would be useful in helping you to better understand the stages of creative and mental growth in children.

6. Describe what you think is science for the young child.

7. Engage learners in a science activity that is designed to help the learner better understand himself and others.

8. Plan an activity for each of the following components of the language arts program:

    a. Listening
    b. Speaking
    c. Dramatics (improvization)
    d. Music
    e. Literature

9. List five (5) considerations for taking field trips.

10. If possible, plan one field trip with the learners at your day care center. Carefully tend to the details of teacher preparation and follow-up.

11. List the goals for children's experiences with food.

12. Plan a cooking experience with the learners of your center.

RESOURCES

1. Baker, Katherine Read. Let's Play Outdoors. Washington, D.C.: National Association for Education of Young Children, 1966.

2. Hymes, James L., Jr. Teaching the Child Under Six. Columbus, Ohio, Charles E. Merrill Publ. Co. 1968.

3. Wills, Clarice, and Lucille Lindberg. Kindergarten for Today's Children. Chicago: Follet Publishing Co., 1967.

4. Frost, Joe L., and G. Thomas Rowland. Curricula for the Seventies, Early Childhood Through Early Adolescence. Boston: Houghton Mifflin Co., 1969.

5. Almy, Millie. Young Children's Thinking Studies of Some Aspects of Piaget's Theory. New York: Teachers College Press, Columbia University, 1967.

6. Bruner, Jerome S. Toward a Theory of Instruction. Cambridge, Mass.; Harvard University Press, 1966.

7. Wann, Kenneth D., Miriam S. Dori, and Elizabeth Liddle. Fostering Intellectual Development in Young Children. New York: Teachers College Press, Columbia University, 1962.

8. Anderson, Verna D. Reading and Young Children. New York: The Macmillan Co., 1968.

9. Arbuthnot, Mary Hill, et. al. Children's Book Too Good to Miss. Cleveland, Ohio: Case Western Reserve, 1966.

10. De Regniers, Beatrice, et. al. Poems Children Will Sit For. New York: Scholastic Book Services, 1969.

11. Grayson, Marion F. Let's Do Fingerplays. Washington, D.C.: Robert B. Luce, Inc., 1962.

12. Baldwin, Clara P., and Helen T. M. Bayer. Play is Learning. Bulletin No. 1155. Ithaca, New York: New York State College of Home Economics, 1968.

13. Hildebrand, Verna. Introduction to Early Childhood Education. The Macmillan Co., N.Y., 1971.

14. Lillie, David L. Early Childhood Education: An Individualized Approach to Developmental Instruction. Science Research Associates, Inc., Chicago, 1975.

15. Andrews, Gladys. Creative Rhythmic Movement for Children. Englewood Cliffs, N.J.: Prentice Hall, Inc., 1954.

16. Smith, Robert. Discovery Music Together: Early Childhood. Chicago, Follet Educational Corp., 1969 (coordinated records available.)

17. Morris, Portia. Food for Your Preschool Child. E. Lansing, Mich. Michigan State University Cooperative Extension, 1967.

18. Sunderline, Sylvia. Nutrition and Intellectual Growth in Children. Washington, D.C. Association for Childhood Education Internation, 1969.

EVALUATION

Submit items called for in the activities to the course instructors.

NOTES

MODULE 2. LEARNING PROCESSES

ASSUMPTIONS

Students are assumed to be familiar with

1. stages of cognitive development supported by particular emphasis on physical growth, intellectual development and language development of preschool children

2. various theoretical approaches to learning through previous study of developmental principles and viewpoints.

PURPOSE

To review learning processes which have universal application and provide framework from which to build specific group and individual instructional procedures.

OBJECTIVES

Upon completion of the module the student will have the ability to:

1. distinguish school and instructional (teacher and student) objectives
2. define behavioral objectives (terminal performances)
3. distinguish non-behavioral and behavioral statements of objectives
4. state objectives in behavioral terms
5. define task description

6. state and implement Mager's method of task description

7. describe and implement system of task analysis

8. name and describe Gagne's classes of behavior

9. name and describe Bloom's classes of behavior (cognitive and affective domains)

10. identify mastery teaching and learning

11. define entering behavior

12. list, define, implement classes of entering behavior

13. assess entering behavior

14. identify basic theoretical concepts and stages of intellectual development described by Piaget

15. define motivation and teacher motivational functions; competence and task motivation

16. explain relationship between curiosity and Montessori

17. explain relationship between social learning and Bandura

18. identify basic learning conditions

19. describe the learning event; style of learning

20. define learning

21. describe basic external conditions

22. describe conditions of reinforcement

23. distinguish discrimination and generalization

24. identify media and methods which aid in learning

25. apply concepts promoted by Havinghurst in relation to learning

ACTIVITIES

1, 2, 3, assigned to trainer; 1, 4, 5, assigned to trainee.

1. Select one specific lesson. Define task; list components of task analysis; state objective in behavioral terms according to Mager.

2. Practice group motivation. Describe mode, steps of implementation and results.

3. Describe learning processes of at least two significantly different children. Include learning styles; media involved; thinking style; relationship to Havinghurst's developmental tasks.

4. Select one child. Observe learning activities for one day. Describe manifestations of Gagne's classes of behavior substantiating with examples observed. Describe entering behavior.

5. Describe learning processes of one child. Describe in terms of Piaget providing examples to verify observations.

RESOURCES

1. Ausubel, D. P. Educational Psychology. New York: Holt, Rinehart and Winston, Inc., 1968.
2. Ausubel, D. P. and Robinson, F. School Learning. New York: Holt, Rinehart and Winston, 1969.
3. Bigge, M. L. Learning Theories for Teachers. New York: Harper and Row, 1964.
4. Clarizio, H. F., Craig, R. C. and Mehrens, W. A. Contemporary Issues in Education Psychology. Boston: Allyn and Bacon, 1977.
5. Clayton, T. E. Teaching and Learning. Englewood Cliffs: Prentice-Hall, 1965.
6. Cronback, L. J. Educational Psychology. New York: Harcourt, Brace and World, 1962.
7. DeCecco, J. P. and Crawford, W. R. The Psychology of Learning and Instruction, (second edition). New Jersey, Prentice-Hall, 1974.
8. Hudgins, B. The Instructional Process. New York: Rank McNally, 1971.
9. Klausmeirer, H. J. and Ripple, R. E. Learning and Human Abilities. New York: Harper and Row, 1971.
10. Kuethe, J. C. The Teaching Learning Process. Glenview, Ill: Scott, Foresman, 1968.
11. Schwartz, L. L. Educational Psychology, Boston: Holbrook, 1972.
12. Simpson, D. M. Learning to Learn. Columbus: Charles Merrill, 1968.

EVALUATION

Assignments and possible post-test.

NOTES

MODULE 3. INSTRUCTING THE CDA TRAINEE

PURPOSE

The accumulation of knowledge is of little importance unless that knowledge is skillfully analyzed, applied and eventually evaluated. The CDA Counselor has spent a significant amount of time striving for a knowledge base with which to begin the task of instructing CDA trainees. From this knowledge base, the hope is that unique programs will be planned and taught by competent trained personnel.

OBJECTIVES

Upon completion of this module, the CDA student will be able to:

1. Make specific learning assignments to CDA trainees.
2. Evaluate the effectiveness of instruction upon CDA trainees.

ACTIVITIES

1. Using the CDA modules as resource for planning your own Early Childhood programs, make specific assignments to your trainees under each of the categories with which we have dealt.
2. Evaluate the effectiveness of trainee instruction upon learners by submitting trainee progress reports.

RESOURCES

CDA modules for THEORETICAL UNDERSTANDING AND KNOWLEDGE

Lesson Plan Format

EVALUATION

Submit items called for in the activities to course instructor.

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INTERFACE

The CDA Training Counselor should be able to demonstrate his or her competency by attaining "Highly Competent" or "Competent" in at least 80 percent of the following behaviors.

CHILD DEVELOPMENT THEORETICAL UNDERSTANDING AND KNOWLEDGE

The Bilingual-Bicultural CDA Training Counselor should be competent in:

1. Encouraging trainee to develop personal philosophy, goals, education plan for working with children.
2. Exhibiting a knowledge of materials and resources at different levels in order to guide trainee appropriately.
3. Creating an environment in which trainees have the opportunity to demonstrate competency.
4. Analyzing educational climate in each trainee's situation and adjusting program as needed.
5. Designing and conducting training sessions to meet specific needs.
6. Using resources relevant to competencies being developed.
7. Demonstrating knowledge of the relationship between what happens in the classroom and child development principles.
8. Identifying behavior which is inconsistent with child development principles.
9. Encouraging divergent and convergent thinking.
10. Demonstrating knowledge of different learning modalities and adapts program to meet styles of trainees.
11. Spending time in the classroom to get a "feel" for children, trainee, and setting before focusing on observation of trainee.
12. Demonstrating ability to adapt training plan to develop flexibility within an existing structure or confines of a prescribed program.

13. Relating classroom activities to historical development of early childhood principles and practices.

14. Focusing trainee's attention on observing children's behavior in many dimensions.

15. Setting realistic expectations for trainee based on trainee's stage of development.

16. Developing and/or maintaining a learning resource center.

17. Allowing trainee to experiment with new ideas, even though they may not be familiar or consistent with own.

18. Applying theories of how children learn and develop in the classroom.

19. Providing alternative learning strategies to effect needed change.

20. Identifying cultural variations and adapts program to meet identified needs.

It is the responsibility of the student trainer to confer with his instructor and field supervisor concerning attainment and demonstration of each behavioral objective given above. The user will not be able to identify every single competency specified in the curriculum component. However, it will be the individual responsibility of the student training counselor to understand and demonstrate the competencies and the field supervisor to document performance of these, within the total context of academic and field work.

ATTACHMENT

The Bilingual-Bicultural CDA Training Counselor should be competent in:

		1	2	3	4
1.	Encouraging trainee to develop personal philosophy, goals, education plan for working with children.	___	___	___	___
2.	Exhibiting a knowledge of materials and resources at different levels in order to guide trainee appropriately.	___	___	___	___
3.	Creating an environment in which trainees have the opportunity to demonstrate competency.	___	___	___	___
4.	Analyzing educational climate in each trainee's situation and adjusting program as needed.	___	___	___	___
5.	Designing and conducting training sessions to meet specific needs.	___	___	___	___
6.	Using resources relevant to competencies being developed.	___	___	___	___
7.	Demonstrating knowledge of the relationship between what happens in the classroom and child development principles.	___	___	___	___
8.	Identifying behavior which is inconsistent with child development principles.	___	___	___	___
9.	Encouraging divergent and convergent thinking.	___	___	___	___
10.	Demonstrating knowledge of different learning modalities and adapts program to meet styles of trainees.	___	___	___	___
11.	Spending time in the classroom to get a "feel" for children, trainee, and setting before focusing on observation of trainee.	___	___	___	___
12.	Demonstrating ability to adapt training plan to develop flexibility within an existing structure or confines of a prescribed program.	___	___	___	___

		1	2	3	4
13.	Relating classroom activities to historical development of early childhood principles and practices.	___	___	___	___
14.	Focusing trainee's attention on observing children's behavior in many dimensions.	___	___	___	___
15.	Setting realistic expectations for trainee based on trainee's stage of development.	___	___	___	___
16.	Developing and/or maintaining a learning resource center.	___	___	___	___
17.	Allowing trainee to experiment with new ideas, even though they may not be familiar or consistent with own.	___	___	___	___
18.	Applying theories of how children learn and develop in the classroom.	___	___	___	___
19.	Providing alternative learning strategies to effect needed change.	___	___	___	___
20.	Identifying cultural variations and adapts program to meet identified needs.	___	___	___	___

---

*1 = Highly Competent--Successfully plans and carries out highly effective activities for a CDA trainee, with continual self-evaluation of program effectiveness.

2 = Competent--Plans and carries out effective activities for a CDA trainee, with supervisory evaluation initiating program improvement.

3 = Needs Improvement--Requires training and/or experience to be independently responsible.

4 = Unknown--Assessment impossible: Conditions prevented desired performance, time inadequate to determine level, other hindrances, e.g., language, personal differences.

ASSESSMENT MODULE 1.. FORMING ACCURATE PREDICTIVE JUDGEMENTS

PURPOSE

As a CDA Counselor and preschool teacher you will be constantly making decisions about the learners with whom you work. This module will help you become aware of the steps you take when you form judgements and is designed to help you develop your skills of OBSERVATION.

OBJECTIVES

Upon completion of this module the CDA student will be able to:

1. Develop skill in observational techniques.
2. Make more accurage judgements based upon systematic observation.

PRETEST

LEARNING ACTIVITIES

1. Become familiar with the various resources listed and design an observational instrument of your own for observing learners in the following situations:

   - a. instructional setting (2 and 4 year old child)
   - b. art/music activity (2 and 5 year old child)
   - c. outdoor play (2, 3, 4 and 5 year old child)
   - d. free play (2, 3, 4 and 5 year old child)
   - e. instructional setting (minority child)
   - f. art/music activity (minority child)

2. Record and analyze your observations.

INTERFACE WITH BILINGUAL-BICULTURAL CDA COMPETENCY TRAINING

Confer with Field Supervisor and your Instructor.

EVALUATION

Submit items called for in the activities to the course instructor.

POSTTEST

SELECTED RESOURCES

Acheson, K. A., and Hansen, J. H. Classroom Observations and Conferences with Teachers. Tallahasee, Florida: Teachers Inservice Programs and Services, 1974.

Amidon, Peggy. Nonverbal Interaction Analysis: A Method of Observing and Recording Nonverbal Behavior. Chicago: Association for Productive Teaching, 1971. 196 pp.

Beegle, Charles W., and Brandt, Richard M., ed. Observational Methods in the Classroom. Washington, D. C.: Association for Supervision and Curriculum Development, 1973. 85 pp.

Cooper, James M., et. al., Classroom Teaching Skills: A Handbook. D.C. Heath and Company. Lexington, Massachusetts. 347-411 pp.

Flanders, Ned A. Analyzing Teaching Behavior. Reading, Mass.: Addison-Wesley, 1970. 448 pp.

Sandefur, J. T., and Alex A. Bressler. Classroom Observation Systems in Preparing School Personnel. Washington, D.C.: ERIC Clearinghouse on Teacher Education, March 1970. 32 pp.

Simon, Anita and E. Gil Boyer, ed. Mirrors for Behavior: An Anthology of Classroom Observation Instruments. Philadelphia: Research for Better Schools, 1967-1970. Vols. I-XIV and Summary.

Weigand, James, ed. Developing Teacher Competencies. Englewood Cliffs, New Jersey: Prentice-Hall, 1971. Chapter 8, "Assessment of Teacher Competencies," by James D. Russell.

NOTES

ASSESSMENT MODULE 2. MAKING INSTRUCTIONAL DECISIONS

PURPOSE

Decision always calls for some action to be taken. We choose to do one thing rather than another, to assign, to select, to reject, to begin, etc. How do we make these choices? How do we decide on one alternative action rather than another? What part do judgements play in this decision-making process? These questions are the concern as the CDA student involves himself/herself in the work assignments of this module.

OBJECTIVES

1. Describe the steps in the decision-making process.
2. Prescribe for specific learners those involvements which are best suited to meet individual needs.
3. Identify materials which meet the needs of children at the center.
4. Decide what curriculum best suits the learners. Tell why you feel this way.
5. Incorporate research validated principles of instruction.

PRETEST

LEARNING ACTIVITIES

1. List the steps in the decision-making process.

2. Using (3) three of the learners you observed in module (1) specify specific learner and teacher objectives and play a course of action for helping those learners achieve needed development in areas you feel were weak.

3. Plan each lesson using the lesson plan format provided to ensure that you will be using research validated principles of instruction.

4. Select appropriate materials as you teach these learners and tell why you made that choice.

5. Based upon your knowledge of how children learn, grow and develop, describe in a two page typed summary what you feel to be the "best" curriculum for your learners at your day care center and tell why you feel this way.

INTERFACE WITH BILINGUAL-BICULTURAL CDA COMPETENCY TRAINING

Confer with Field Supervisor and your Instructor.

EVALUATION

Submit items called for in the objectives to the course instructor.

POSTTEST

SELECTED RESOURCES

Stufflembeam, D. I.; Foley, W. A.; Gephart, E. G.; Guba, E. G.; Hammond, R. I.; Herriman, H. O.; and Provas, M. M. Educational Evaluation and Decision Making. Itasca, Illinois: F. E. Peacock Publishers, 1971.

Cooper, James, et. al. Classroom Teaching Skills: A Handbook. D. C. Heath and Company, Lexington, Mass.

ASSESSMENT MODULE 3. REPORTING EVALUATION RESULTS

PURPOSE

There are many people who find the results of teacher evaluation both interesting and useful. The students (and their parents) need feedback concerning their progress in achievement, effort, attitude, skill, etc. Counselors and teachers need the results of the evaluations to help them make decisions about placement and treatment of students. You should keep in mind the following criteria for a good evaluation report:

1. Designed for a particular audience.
2. Provides information the intended recipient needs.
3. Is clear, concise, and easy to understand.

OBJECTIVES

Upon completion of this module the CDA student will be able to:

1. Understand that evaluation takes many forms.

2. Define the (4) four stages in the evaluation process.

3. Equate effective evaluation with effective teacher observational skills.

4. Determine what specific learning outcomes children are being judged on.

PRETEST

LEARNING ACTIVITIES

1. Familiarize yourself with the literature listed under RESOURCES.

2. List the (4) four stages in the evaluation process.

3. Describe in a two-page typed summary how a teacher's observational skills and questioning process can affect the evaluation outcomes.

4. Observe a learner and determine what specific objective that learner is working on. Check with the instructor about how that learner is to be evaluated. How is the evaluation consistent (or not consistent) with the learner objective?

INTERFACE WITH BILINGUAL-BICULTURAL CDA COMPETENCY TRAINING

Confer with Field Supervisor and your Instructor.

EVALUATION

Submit items called for in the activities to the course instructor.

POSTTEST

SELECTED RESOURCES

Armstrong, Harold R. A Teacher's Guide to Teaching Performance Evaluation. Worthington, Ohio: School Management Institute, 1972. 24 pp.

Cooper, James M., et. al., Classroom Teaching Skills: A Handbook. D. C. Heath and Company. Lexington, Massachusetts. 347-411 pp.

Mueller, Dorothy G. "How to Evaluate Teaching," Journal of Addison-Wesley, 1970. 448 pp.

Stufflebeam, D. I.; Foley, W. A.; Gephart, E. G.; Guba, E. G.; Hammond, R. I.; Merriman, H. O.; and Provus, M. M. Educational Evaluation and Decision Making. Itasca, Illinois: F. E. Peacock Publishers, 1971.

Tenbrink, T. D. Evaluation: A Practical Guide for Teachers. New York: McGraw-Hill Book Company, 1974.

Wittrock, M. C., and D. E. Wiley, eds. The Evaluation of Instruction: Issues and Problems. New York: Holt, Rinehart & Winston, 1970.

NOTES

ASSESSMENT MODULE 4. INSTRUCTING THE CDA TRAINEE

PURPOSE

The accumulation of knowledge is of little importance unless that knowledge is skillfully analyzed, applied and eventually evaluated. The CDA Counselor has spent a significant amount of time striving for a knowledge base with which to begin the task of instructing CDA trainees. From this knowledge base the hope is that unique programs will be planned and taught by competent trained personnel.

OBJECTIVES

Upon completion of this module the CDA student will be able to:

1. Make specific learning assignments to CDA trainees.
2. Evaluate the effectiveness of instruction upon CDA trainees.

PRETEST

LEARNING ACTIVITIES

1. Using the CDA modules as resource for planning your own Early Childhood programs, make specific assignments to your trainees under each of the categories with which we have dealt.

2. Evaluate the effectiveness of trainee instruction upon learners by submitting trainee progress reports.

INTERFACE WITH BILINGUAL-BICULTURAL CDA COMPETENCY TRAINING

Confer with Field Supervisor and your Instructor.

EVALUATION

POSTTEST

SELECTED RESOURCES

CDA - Competency F: Carrying Out Supplementary Responsibilities. Handouts.

Early Childhood Preventative Curriculum. Reading Improvement Program, Region I Education Service Center, Edinburg, Texas.

Lesson Plan Format.

Early Childhood Education, "Assessing Children." Chapter 3, pp. 29-39.

DEVELOPED BY: Betty Hardy
Bilingual-Bicultural CDA Training Counselor Program
Center for Teaching and Learning
College of Education
St. Edward's University
Austin, Texas 78704

INTERFACE

The CDA Training Counselor should be able to demonstrate his or her competency by attaining "Highly Competent" or "Competent" in at least 80 percent of the following behaviors:

ASSESSMENT SKILLS

The Bilingual-Bicultural CDA Training Counselor should be competent in:

1. Assessing the overall environment in which the trainee will need to function (i.e., on-site).
2. Assessing the trainee's ability to work with young children in areas of skill, knowledge and attitude.
3. Assessing trainee's strengths and weaknesses relative to bilingual-bicultural CDA competencies and personal capacities.
4. Encouraging trainee to conduct self-assessment of strengths and weaknesses in relation to the bilingual-bicultural CDA competencies and personal capacities.
5. Establishing evaluative criteria consistent with prestated objectives of trainee's identified needs for training.
6. Providing for the trainee's continued self-assessment of achievement based upon stated objectives.
7. Engaging in cooperative evaluation of achievement with trainee.
8. Recording cumulative data on trainee's ability and achievement.
9. Evaluating quality of field-site training received by the trainees.
10. Assisting trainee to assess a child's dominant language in order to develop an instructional plan based on individual needs of children.
11. Assessing bilingual-bicultural preschool programs to identify specific needs of children.

12. Identifying cultural bias through assessment and analyzing ways in which it affects trainees and children.

13. Demonstrating familarity with instruments to assess children's development and progress and is able to discriminate between good and poor methods of assessment.

14. Demonstrating familarity with evaluation methodology and can analyze data collected in the field.

It is the responsibility of the student trainer to confer with his instructor and field supervisor concerning attainment and demonstration of each behavioral objective given above. The user will not be able to identify every single competency specified in the curriculum component. However, it will be the individual responsibility of the student training counselor to understand and demonstrate the competencies and the field supervisor to document performance of these, within the total context of academic and field work.

ATTACHMENT

ASSESSMENT SKILLS

		1	2	3	4
	The Bilingual-Bicultural CDA Training Counselor should be competent in:				
1.	Assessing the overall environment in which the trainee will need to function (i.e., on-site).	___	___	___	___
2.	Assessing the trainee's ability to work with young children in areas of skill, knowledge and attitude.	___	___	___	___
3.	Assessing trainee's strengths and weaknesses relative to bilingual-bicultural CDA competencies and personal capacities.	___	___	___	___
4.	Encouraging trainee to conduct self-assessment of strengths and weaknesses in relation to the bilingual-bicultural CDA competencies and personal capacities.	___	___	___	___
5.	Establishing evaluative criteria consistent with prestated objectives of trainee's identified needs for training.	___	___	___	___
6.	Providing for the trainee's continued self-assessment of achievement based upon stated objectives.	___	___	___	___
7.	Engaging in cooperative evaluation of achievement with trainee.	___	___	___	___
8.	Recording cumulative data on trainee's ability and achievement.	___	___	___	___
9.	Evaluating quality of field-site training received by the trainees.	___	___	___	___
10.	Assisting trainee to assess a child's dominant language in order to develop an instructional plan based on individual needs of children.	___	___	___	___
11.	Assessing bilingual-bicultural preschool programs to identify specific needs of children.	___	___	___	___

PREFACE-SPANISH LANGUAGE PROFICIENCY

Teacher trainers of bilingual educational personnel are faced with a serious problem when attempting to use existing instruments to evaluate Spanish language proficiency. While there are several commercial instruments available to measure Spanish language proficiency, these instruments focus upon proficiency from an academic and literary point of view. Any measure of the proficiency needed by a preschool teacher or an elementary classroom teacher must take into consideration the teacher's ability to use the language for instructional purposes in all content areas related to the level of the children being taught. Likewise, the teacher must have ability to function in the dialect which the children bring to the classroom as well as the ability to use a standard variant of Spanish.

Faced with the need to establish criteria for determining Spanish language proficiency for the endorsement of bilingual teachers in Texas, the Texas Education Agency is currently working with the Educational Testing Service in the adaptation of the Foreign Service Institute Measure for screening teachers for oral language proficiency. A statewide plan is underway to identify and train interviewers and raters throughout the state to use The Foreign Service Institute Measure. Specific measures for determining reading and writing proficiency have not yet been determined. Readers who would like further information on this project may contact the Bilingual Division, Texas Education Agency, 211 East Eleventh Street, Austin, Texas 78701 or call 512-475-3651.

MODULES: NATURE OF LANGUAGE DEVELOPMENT AND LANGUAGE ASSESSMENT

PURPOSE

In view of the wide spectrum of language abilities that characterize the language of bilingual pre-school children, it is necessary that the CDA Training Counselor acquire competency in language assessment, using a variety of methods and techniques. The Training Counselor must be prepared to assist the CDA candidate to identify the developmental and linguistic characteristics of bilingual children, so that the CDA will be able to prescribe and implement instructional programs and language learning activities appropriate for each child. Language assessment should be one of the first steps in determining the instructional needs of children in a bilingual-bicultural school.

RESOURCE MATERIAL

The resources listed for each objective represent standard reading material available in most college and university libraries that have bilingual teacher education programs. In addition, three supplementary references listed below contain important basic information for the first three units. It is recommended that each training counselor have access to personal copies of these materials:

Matluck, Joseph H. and Mace, Betty J., "Language Characteristics of Mexican American Children: Implications for Assessment", Journal of Social Psychology, XI, No. 4, 1973, pp. 365-386.

Saville - Troike, Muriel. Bilingual Children: A Resource Document Prepared for the Child Development Associate Consortium, Inc., Washington, D.C. 20014, Ctr. Appl. Ling., Arlington, Va., 1975.

Wilkinson, Andrew. The Foundations of Language. London: Oxford University Press, 1971.

GOAL

The CDA Training Counselor will be able to assess the language of pre-school children who live in a bilingual-bicultural setting.

OBJECTIVES

1. The learner will demonstrate an understanding of the nature of language by preparing an instructional plan and using it with the trainee.

2. The learner will demonstrate an understanding of the nature of language acquisition by preparing an instructional plan and using it with the trainee.

3. The learner will demonstrate an understanding of the nature of bilingualism and certain linguistic factors that describe and sociocultural factors that influence the language behavior of bilingual children by preparing an instructional plan and using it with the trainee.

4. Using the criteria for the selection of language assessment instruments, the learner will demonstrate his ability to select appropriate instruments for assessing the language behavior of a bilingual pre-school child by preparing a written report:

   a. Assessing the effectiveness of current practices in his center for gathering data on tee language abilities and needs of the children.

   b. Prescribing appropriate instruments and methods to be used in the center to determine

      1. language dominance configuration
      2. proficiency
      3. approximate level of language development in each language of the child (if bilingual)
      4. developmental and linguistic characteristics

   c. Preparing an instructional unit for the trainee which will enable the trainee to meet competencies 1 and 2 of objective 4.

   d. Teaching the unit to the trainee.

   e. Evaluating the effectiveness of the unit by preparing a written report on the effectiveness of the trainee in his center in gathering data on the language abilities and needs of the children.

5. The learner will demonstrate his ability to assess the language behavior of a pre-school child coming from a bilingual environment by selecting appropriate instruments, administering the instruments, and interpreting the data yielded by the procedure.

PRE-TEST

See attachment.

NOTES

PRE-TEST *

ENGLISH AS A SECOND LANGUAGE: PROBLEMS AND ASPECTS

TRUE OR FALSE

_____1. Children begin to learn language when they enter school and begin to read and write.

_____2. Difficulties which Spanish-speaking children have with the English language are related to the grammar, pronunciation, and vocabulary of the Spanish language.

_____3. Spanish-speaking children do not know Spanish grammar.

_____4. English as a second language puts more emphasis on speaking than does the traditional Language Arts curriculum.

_____5. The Spanish language as spoken in the U.S. is inferior to that spoken in the Latin American countries.

_____6. The English sounds which are most difficult for English speakers also prove to be the most difficult for Spanish speakers.

_____7. An "accent" is the use of the sound system of one language while speaking another language.

_____8. All of the sounds of the English language are equally difficult for Spanish speakers in initial, medial, and final positions.

_____9. The word smarter is comprised of just one unit of meaning.

_____10. The plural of regular nouns (Examples: tops, dogs, witches) is best presented as being the addition of s or es to the singular form.

_____11. Making a sentence negative (Example, changing: "He has a sister." to "He doesn't have a sister.") should not be difficult for Spanish-speaking children.

_____12. The question sentence pattern of "Do you want to go?" is difficult for Spanish-speaking children.

_____13. Teaching vocabulary to Spanish-speaking children is primarily a matter of teaching English equivalents of Spanish words.

_____14. Many Spanish-speaking children can recognize the meaning of chocolate more rapidly than that of strawberry.

_____15. "Well, that's it for now." is a particularly difficult type of expression (an idiom) for Spanish-speaking children to understand.

MULTIPLE CHOICE

PRONUNCIATION

_____16. Which of the underlined consonants is most difficult for a Spanish-speaker?

a. many
b. zipper
c. fantastic

_____17. Which of the underlined vowels is most difficult for a Spanish-speaker?

a. book
b. leaf
c. tool

_____18. In which position is the underlined consonant most difficult for Spanish-speakers?

a. seal
b. start
c. some

WORD FORMS

_____19. Which of these adjective forms is most difficult for a Spanish-speaker?

a. tall
b. nicer
c. more beautiful

_____20. Which of these verb forms is most difficult for a Spanish-speaker?

a. He plays.
b. I know.
c. They run.

_____21. Which of these pronoun forms is most difficult for a Spanish-speaker?

a. Those are mine.
b. These are hers.
c. That is yours.

ATTACHMENT

SENTENCE PATTERNS

_____22. Which of these sentence patterns is most difficult for a Spanish-speaker?

a. John doesn't want to go.
b. I have a dog.
c. The lady is pretty.

_____23. Which of these sentence patterns is most difficult for a Spanish-speaker?

a. The paper is green.
b. The green paper is here.
c. I have the paper.

VOCABULARY

_____24. Which of these vocabulary items is most difficult for a Spanish speaker?

a. The dog bites.
b. It's on the table.
c. The shirt is yellow.

_____25. Which of these vocabulary items is most difficult for a Spanish-speaker?

a. I took an aspirin.
b. The picture is beautiful.
c. The doctor speaks Spanish.

Developed by Mike Poole and Carole Perkins, Education Service Center, Region XIII, Austin, Texas, for the Thirty-hour Bilingual Orientation Institutes for Bilingual Teachers seeking bilingual endorsement in Texas.

NOTES

PURPOSE

In order to assess the language development of a bilingual child, it is necessary to understand the nature of language and of communicative competence.

OBJECTIVE 1

The learner will demonstrate an understanding of the nature of language by

1. Stating an acceptable definition of language.
2. Naming, describing, giving examples of the three systems of language, and of lexicon.
3. Explaining factors involved in communicative competence.
4. Teaching these concepts to the trainee.

LEARNING ACTIVITIES

1. Attend lecture on nature of language and communicative competence.
2. Complete suggested readings on Nature of Language.
3. Prepare an instructional unit that will enable the trainee to master the concepts of this unit. Include in the instructional unit:
    a. A statement of objective.
    b. Enabling activities appropriate for the trainee.
    c. Resources to be used.
    d. Evaluation: method for determining if trainee has achieved the desired competencies.
4. Teach the unit to the trainee.
5. Submit a copy of the instructional unit and the evaluation of the trainee's performance at the next session.
6. Self-administer the Phonetic Inventory.
7. Complete the Information Sheet on Language Assessment Practices at the Pre-School.

RESOURCES

Saville-Troike, Muriel. Bilingual Children: a Resource Document prepared for Child Development Associate Consortium, Inc. Washington, D. C. 20014, pp. 13-26.

Wilkinson, Andrew. The Foundations of Language. London: Oxford University Press, 1971.

EVALUATION

The learner will be considered to have met the required competency if

1. His instructional unit indicates his grasp of the basic concepts of language and its structure and of communicative competence.

2. His evaluation of the performance of the trainee indicates that the objective of the instructional unit was achieved. If the objective was not achieved, the learner can present observations on why the objective was not achieved.

NOTES

INFORMATION SHEET ON LANGUAGE ASSESSMENT
PRACTICES AT THE PRE-SCHOOL

1. What are the goals and objectives by age level for Spanish and for English oral language development at your center?

2. What curriculum is used at your center for oral language development?

   Who is responsible for oral language instruction?

   Are there any criteria used to determine teacher competence for this area?

3. What assessment instruments are currently being used by your center to determine language dominance and language proficiency?

   If none are used, how are dominance and proficiency determined?

4. Who administers the language assessment test?

   Who evaluates the tests?

   How are the results used to implement instruction?

PURPOSE

In order to assess the language development of a bilingual child, it is necessary to understand the nature of language acquisition in both first and second languages and the role of parents in the language development of the child.

OBJECTIVE 2

The learner will demonstrate his understanding of the nature of language acquisition by being able to

1. Explain current theories about how a child masters language.
2. Describe the parental role in the development of child language.
3. Recognize the developmental stages of child language acquisition in both Spanish and English.
4. Explain aspects of communicative competence.
5. Teach these concepts to the trainee.
6. Evaluate the performance of the trainee.

LEARNING ACTIVITIES

1. Attend a lecture on theories and aspects of language acquisition.
2. Complete suggested readings.
3. Complete listening assignments.

   Listen to 5 samples of child language, ages 2-4.

   Identify characteristics in the child language that indicate stages of development.

   Note down these characteristics for each child. Be prepared to discuss observations at next session.

4. Prepare your trainee to gather language samples from his/her class. Use method for eliciting language suggested by ACCUTRAK. Use the Pre-kindergarten test for the three year olds, and Test No. 1 for four and five year olds. Have the trainee collect a

minimum of 6 samples. If possible there should be one sample of language from each age group: 3 year old, 4 year old, 5 year old. The samples should also include at least one dominant Spanish speaker, one dominant English speaker, and one bilingual speaker. Bring tapes to next session.

5. Prepare an instructional unit to teach the concepts listed under Objective 2 to the trainee.

6. Teach the unit and evaluate the effectiveness of the instruction.

7. Submit a copy of the instructional unit and the evaluation of its effectiveness at the next session. Use same format as in Objective 1.

RESOURCES

Butler, Lester G., "Language Acquisition of Young Children: Major Theories and Sequences," Journal of Elementary English, Vol. 51, No. 8, Nov. - Dec., 1974. pp. 1120-1123.

Costanzo, Frances S., "The Language of the Six Year Old Child," Elementary English, Vol. 49, No. 3, March, 1972. pp. 382-386.

Galvan, Mary M. and Bordie, John G., ACCUTRAK, Texas Criterion Reference System for Oral Language, developed by the Education Service Center, Region XX, San Antonio, Texas, funded by Migrant Division of Texas Education Agency, September, 1977.

Gonzalez, Gustavo, "The Acquisition of Grammatical Structures by Mexican American Children," in Hernandez-Chavez, Eduardo; Cohen, Andrew D.; and Beltramo, Anthony F., eds., El Lenguaje de los Chicanos, Arlington, Virginia: The Center for Applied Linguistics, 1975, pp. 220-256.

Halliday, M.A.R., "The Users and Uses of Language," Readings in Sociology of Language, Fishman, Joshua A., ed., The Hague: Mouton, 1968, pp. 139-170. This article is found in several texts.

Lewis, William J., "Language Acquisition Through Age Five," Elementary English, Vol. 49, No. 7, Nov. 1972, pp. 1098-1101.

Matluch, Joseph H. and Mace, Betty J., "Language Characteristics of Mexican-American Children: Implications for Assessment," Journal of School Psychology, Vol. XI, No. 4, Winter 1973, pp. 365-386.

Saville-Troike, Muriel, "Child Language Acquisition," Bilingual Children, a Resource Document Prepared for Child Development Associate Consortium, Inc., Washington, D. C. 20014. pp. 13-26.

Thomas, Owen, "Competency and Performance in Language," in Abrahams, Roger D. and Troike, Rudolph D., Language and Cultural Diversity in American Education. Englewood Cliffs, N. J.; Prentice Hall, Inc., 1972, pp. 108-111.

Wilkinson, Andrew. "The Acquisition of Language," The Foundations of Language, London: Oxford University Press, 1971. pp. 53-77.

EVALUATION

The learner will be considered to have met the required competency if

1. The instructional unit indicates his grasp of the basic concepts relating to theories and aspects of language acquisition.

2. The evaluation of the effectiveness of the performance of the trainee indicates that the objective of the instructional unit was achieved. If the objective was not achieved, the learner is able to make observations about possible reasons for non-achievement of the objective.

NOTES

PURPOSE

In order to understand the language behavior of a bilingual pre-school child and to acquire sensitivity to and appreciation for the language of the child, it is necessary to understand the nature of the bilingualism and of certain socio-cultural factors that influence the language behavior of the child.

OBJECTIVE 3

The learner will demonstrate an understanding of the nature of bilingualism, of certain linguistic factors that describe and of socio-cultural factors that influence the language behavior of the bilingual child, by being able to

1. Explain the meaning of bilingualism.

2. Explain linguistic aspects to be considered in describing the language behavior of a bilingual person, such as

    a. Dominance
    b. Proficiency
    c. Competence vs. performance
    d. Interference phenomena: perception and production.

3. Explain socio-cultural factors that affect the language behavior of the bilingual child; such as

    a. Domains of language
    b. Register
    c. Role expectations
    d. Code switching
    e. Regional and social dialects.

4. Identify these factors as they appear in taped samples of child language.

5. Teach these concepts to the trainee.

LEARNING ACTIVITIES

1. Complete the suggested readings.

2. Listen to the tape "A Word in Your Ear," a program in the series Ways of Mankind, produced under supervision of Walter Goldschmidt, at the University of California, Los Angeles, by the National Association of Educational Broadcasters, made possible by Fund for Adult Education, Ford Foundation.

Use the study guide to assist you in identifying important concepts.

3. Prepare in writing a definition or description for each concept that will be meaningful to the trainee.

4. Prepare an instructional unit for teaching the concept in this unit to the trainee.

Include:

a. Statement of objective
b. Enabling activities appropriate for trainee
c. Evaluation: description of method to be used to determine competence of trainee.

5. Teach the unit before the next session.

6. Hand in a copy of the instructional unit and the evaluation of the trainee's performance at the next session.

7. Listen to three samples of child language.

Record your observations English/Spanish for the three samples on the sheets provided. You may wish to compare your findings with other numbers of the group. Be prepared to hand in your recorded observations at the next session.

8. Administer the English phonology inventory to your trainee. Bring back your analysis of the sample.

RESOURCES

DEFINITIONS: Wilkinson, Andrew. The Foundation of Language. London: Oxford University Press, 1971.

BILINGUALISM:

1. Brooks, Nelson. "The Meaning of Bilingualism Today," Foreign Language Annals, Vol. II, No. 3 (March 1969) pp. 304-309.

2. Fishman, Joshua. "The Implications of Bilingualism for Language Teaching and Language Learning," in Trends in Language Teaching, ed. by Valdman, Albert. N.Y. McGraw-Hill, 1966, pp. 121-128.

3. Haugen, Einar. "The Bilingual Individual," in Psycholinguistics: a Book of Readings, by Saporta, Sol, ed., N. Y.: Holt, Rinehart, Winston, 1961. pp. 395-406.

4. Saville-Troike, Muriel. "Becoming Bilingual," Bilingual Children: A Resource Document Prepared for Child Development Associate Consortium, Inc., Washington, D. C. pp. 27-32.

LINGUISTIC ASPECTS OF BILINGUALISM:

Matluch, Joseph H. and Mace, Betty J., "Language Characteristics of Mexican American Children: Implications for Assessment," Journal of School Psychology, XI, No. 4, 1973. pp. 365-386.

SOCIO-CULTURAL ASPECTS OF BILINGUALISM:

Halliday, M. K. "The Users and Uses of Language," Readings in the Sociology of Language, Fishman, Joshua, ed. The Hague: Mouton, 1968. pp. 139-170. This is included in numerous other sources.

Tape. "A Word in your Ear."

LANGUAGE DEVELOPMENT:

Gonzalez, Gustavo, "The Acquisition of Grammatical Structures by Mexican American Children," in Hernandez-Chavez, Eduardo; Cohen, Andrew D.; and Beltramo, Anthony F., eds. El Lenguaje de los Chicanos, Arlington, VA: The Center for Applied Linguistics, 1975. pp. 220-256.

Matluck, Joseph H. and Mace, Betty J. "Language Characteristics of Mexican American Children: Implications for Assessment," Journal of School Psychology, Vol. XI, No. 4, 1973, pp. 365-386.

Wilkinson, Andrew. The Foundations of Language, London: Oxford University Press, 1971. (definitions and language acquisition)

EVALUATION

The learner will be considered to have met the required competencies if

1. The instructional unit indicates a grasp of the basic concepts presented in the unit.

2. The analysis of the given samples of child language indicate an ability to identify basic developmental and linguistic characteristics in the language of a bilingual child.

3. The evaluation of the performance of the trainee indicates that the trainee acquired the basic competencies stated in the objective. If the trainee did not master the expected competencies, the counselor was able to make observations concerning the reason.

NOTES

A LISTENING ASSIGNMENT REINFORCING MANY CONCEPTS PRESENTED DURING OUR LECTURES

1. Listen to the tape entitled "A Word in Your Ear," a radio program produced by National Association of Educational Broadcasters. The program lasts 25 minutes.

2. As you listen jot down notes on ideas that reinforce some of the things we have discussed in class.

3. Review your notes and reflect on how you would answer the following questions:

   a. What is the purpose of language?

   b. With what aspects or areas of life is language clearly associated?

   c. Name some of the ways that language expresses culture.

   d. Can you give some examples of how vocabulary reflects culture?

4. Recall the class lecture on REGISTER. What illustrations of register did you notice in the lecture?

5. What was the most important message that you as an educator received from the lecture? Can you express this in writing? About 50 words.

6. Find a partner who has also listened to the tape and compare notes.

PURPOSE

Since language assessment requires the use of formal as well as informal assessment methods and techniques, it is important to have access to criteria for the determination of the appropriateness of varying assessment methods and techniques as well as familiarity with particular instruments that can be used with pre-school children.

OBJECTIVE 4

Using the criteria for the selection of language assessment instruments, the learner will demonstrate his ability to select appropriate instruments for assessing the language behavior of a bilingual pre-school child by preparing a written report:

1. Assessing the effectiveness of current practices in his center for gathering data on the language abilities and needs of the children.

2. Prescribing appropriate instruments and methods to be used in the center to determine

    a. language dominance configuration
    b. proficiency
    c. approximate level of language development in each language of the child (if bilingual)
    d. development and linguistic characteristics.

3. Preparing an instructional unit for the trainee which will enable the trainee to meet competencies 1 and 2 of objective 4.

4. Teaching the unit to the trainee.

5. Evaluating the effectiveness of the unit.

LEARNING ACTIVITIES

1. Attend a lecture on the various types of language assessment instruments, standard tests, criterion referenced tests, their use, the kinds of data they yield, reliability, validity, formal vs. informal assessment techniques, etc.

2. Read critiques of language assessment instruments as listed under Resources.

3. Examine the file of language assessment instruments in the Curriculum Library.

4. Complete a written report on the effectiveness of current practices at the center for gathering data on the language abilitites and needs of the children and a prescription for the improvement of the practices, if needed, including identification of specific instruments and/or methods to be used.

5. Prepare an instructional unit for the trainee which will enable the trainee to meet competencies 1 and 2 under objective 4.

6. Teach the unit to the trainee.

7. Submit a written evaluation of the effectiveness of the unit.

RESOURCES

1. File of Language Assessment Instruments.

2. "Implications for Assessment." Participant Handout 2.2 An Orientation to Bilingual Education in Texas: A Training Manual, Texas Education Agency, Summer, 1976.

3. "Oral Language Assessment Instruments." Texas Education Agency, Austin, Texas. Memo, May 10, 1975.

4. "Pre-School Profile prepared for Model Pre-School Center for Handicapped Children, Experimental Edition Unit, Child Development and Mental Retardation Center, University of Washington, Seattle, Washington 98195, completed under grant from USOE, Program Development Branch, HEW, Washington, D.C. Dr. Alice H. Hayden, Project Director.

5. "TEA Division of BE Selected Six Language Assessment Instruments." IDRA Newsletter, San Antonio, Texas, October, 1977, p. 14-15.

6. de la Pena, Becky. "LAU Requires Assessing a Child's Language." IDRA Newsletter, San Antonio, Texas, November, 1976, p. 6.

7. de la Pena, Becky. "Two Instruments for Identifying LESA Students. IDRA Newsletter, San Antonio, Texas, November, 1976, p. 6.

8. Gil, Sylvia. "Pal Measures Language Dominance." IDRA Newsletter, San Antonio, Texas, November, 1975, p. 1, 7.

9. Martinez, Bill. "Accountability through Criterion Referenced Tests," *Aguila*, Newsletter from Bilingual Resource Center, Fort Worth, Texas, February, 1978, p. 6.

10. Matluck, Joseph H. and Mace - Matluck, Betty J. "James, Peter. *James Language Dominance Test: English/Spanish*," Austin, Texas. 1974, as reviewed in *Modern Language Journal*, Vol. LX, No. 7, Nov. 1976, pp. 401.

11. Oller, John W. Jr. "The Measurement of Bilingualism: a Review of Burt, Marina K., Dulay, Heidi C., and Hernandez-Chavez, Eduardo. *Bilingual Syntax Measure*. New York: Harcourt, Brace and Jovanovich, 1976, *Modern Language Journal*: Vol. LX, No. 7, Nov. 1976, pp. 399-400.

12. Sanchez, Rosaura. "Critique of Language Assessment Instruments." *The Journal of the National Association for Bilingual Education*, Vol. I, No. 2, Dec. 1976, pp. 120-127. (This article discusses: Bilingual Syntax Measure, Gloria and David - Oral Language Assessment Test, Basic Inventory of Natural Language, San Bernardino Language Dominance Survey Instrument, Language Ability Scales.)

13. Zarate, Roberto and Gutierrez, Linda. "The Unfulfilled Task." *IDRA Newsletter*, San Antonio, Texas, June, 1977, p. 8, 12.

EVALUATION

The Learner will be considered to have met the competency if he is able to:

1. Analyze the effectiveness of current practices regarding language assessment in the center.

2. Prescribe an appropriate plan for assessing the language behavior of the children in the center.

3. Apply appropriate criteria in the selection of instruments to be used.

4. Prepare an instructional unit for the trainee which will enable him to meet competencies 1, 2 and 3.

5. Teach the unit to the trainee.

6. Evaluate the effectiveness of his instruction.

PURPOSE

Once the selection of assessment instruments appropriate to the needs of the children at the center has been made, the CDA must be able to administer the instruments, interpret the data which the instruments yield, and prepare a profile of the characteristics of the language behavior of each child.

OBJECTIVE 5

The learner will demonstrate his ability to assess the language behavior or a pre-school child coming from a bilingual environment by

1. Administering appropriate instruments to a pre-school child at the center.

2. Interpreting the data yielded by the assessment procedure.

3. Preparing a report on the data.

4. Preparing an instructional unit that will enable the trainee to meet the three competencies enumerated in parts 1, 2 and 3 of objective 5.

5. Teaching the instructional unit to the trainee.

6. Writing an evaluation of the effectiveness of the instructional unit.

7. Preparing a checklist to be used for recording a child's progress in language development at the center.

LEARNING ACTIVITIES

1. Administer the necessary language assessment instruments to a child and compile a profile or report of the child's performance.

    a. Language dominance configuration
    b. Proficiency
    c. Level of language development in one or both languages (if applicable)
    d. Developmental and linguistic characteristics
    e. A taped sample of the child's performance labeled properly: child's first name, age, language(s), date, city.

2. Prepare an instructional unit which will enable the trainee to administer these instruments to two children of different ages (where possible) and compile a profile or record of their language behavior.

3. Submit a written evaluation of the trainee's performance.

4. Assist the trainee to develop a checklist to record progress in language development for each child at the center.

RESOURCES

File of language assessment instruments in the Curriculum Library

Local resources at respective center or local school district.

EVALUATION

The learner will be considered to have met the competency if he is able to:

1. Present appropriate criteria for selecting assessment instruments for the center.

2. Select an appropriate instrument(s).

3. Administer the instrument and provide a good quality taped sample of the child's performance.

4. Collect additional data that would assist in interpreting the child's performance; i.e. The Home Language Questionnaire.

5. Complete an accurate report on the child's performance as determined from the taped sample. Label on the taped sample should include identification of child by first name, age, language(s), date, city.

6. Prepare an instructional unit to enable the trainee to meet the needed competencies.

7. Evaluate the trainee's performance.

8. Prepare a checklist with the trainee for his center.

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NOTES

MODULE: ASPECTS OF SPANISH LANGUAGE DEVELOPMENT FOR TRAINERS

PURPOSE

To prepare trainees to be able to produce written materials in Spanish which will meet professional expectations with respect to spelling and use of written accent.

OBJECTIVES

Objective 1 A: Conventions of written accent

1. Use taped exercises if necessary to practice identification of the stressed syllable (syllable which receives emphasis) in words of two or more syllables. Dittoed sheets passed out at March session with stressed syllable underlined can be used without tapes, as well.

   Practice until you can reliably perceive accent in 80 percent of the words in one exercise (40 of 50 words).

2. Read and complete exercises in Español escrito Capítulo 2. Do a self test (Have a colleague or friend dictate 10 words from this chapter at random.) 100 percent accuracy should be your goal.

3. Read and complete exercises in Esp. Escrito Capítulo and 4. Do a self test [Dictation of 20 words taken from chapter 4, including some without accents, or a dictation from any reading in the text book (50 words)]. You should score 90 percent or better in Kuse of accents on words of two or more syllables.

4. Read Capitulo 7 (uso del acento) and do exercises. Self test: Have a friend or colleague dictate the first paragraph of "Un accidente" p. 221. Check your use of accents of following pairs.

el/él, de/dé, se/sé, mi/mí, mas/más, tu/tú, si/sí, etc.

You should score 100 percent on use of accents on this dictation. If you do not, review Capitulo 7 and do self test by dictation of first 11 lines of "Mi carro," p. 177.

5. Read Capitulo 11 (Más sobre el uso del acento) and 14 and do exercises.

CDA Spanish language skills--writing skills

Objective 1 B: Spelling conventions of Spanish

1. Use of b/v

   a. Read Capítulo 15 a (Las letras b y v)

   b. Self test: Have a friend or colleague dictate 20 words chosen at random from the lists in this chapter. You should score 95 percent or better on this test. If not, review chapter and self test again.

   c. List at least three practical "rules" for remembering whether to use b or v.

   d. Explain in writing why b and v cause problems in spelling for native speakers of Spanish.

   e. Request b/v spelling test at session following your completion of this step. Sub-steps c and d will be included in test. 90 percent accuracy (18/20 words).

2. Use of s/z/c

   a. Read Capítulo 16 (s/z/c) carefully

   b. Self test: Have a friend or colleague dictate 30 words taken at random from each of the word lists (30 total). You should score 95 percent or better. If not, review the relevant sections and repeat the self test using 30 other words taken from all sections at random.

   c. Explain in writing why s, z and c cause problems in spelling for native speakers.

d. List at least three practical hints for reducing spelling errors involving s,z,c.

e. Request a s,z,c spelling test at session following your completion of this step. Sub-steps c and d will be included on the test.

3. Use of ll/y Capítulo 19 (La ll y la y)

Same procedure as steps 1 and 2.

Self testing using 20 words

4. Use of h Capítulo 18

Same procedure as steps 1 and 2.

Self test using 20 words.

PRETEST

LEARNING ACTIVITIES

INTERFACE WITH BILINGUAL-BICULTURAL CDA COMPETENCY TRAINING

Confer with Field Supervisor and your Instructor.

EVALUATION

POSTTEST

SELECTED RESOURCES

Valdéz-Fallis, Guadalupe and Richard V. Teschner, Espanol escrito: curso para hispanohablantes bilingues. Charles Scribners Sons, 1978.

PURPOSE

To acquaint the student with the concepts of geographic and social variation in language; to acquaint the student with characteristics of Southwestern Spanish.

OBJECTIVE

Objective 2: Dialect of the Southwest

The learner will demonstrate an understanding of the relationship of Southwestern Dialect of Spanish to the dialect of cultivated Mexican speakers (general standard Mexican Spanish) by being able to:

1. Compare the dialect of the Southwestern Spanish to standard Mexican Spanish in terms of phonology, morphology, syntax and lexicon noting several kinds of important differences in each category.

2. Explain some of the probable sources of these differences.

PRETEST

See description of post-test (Evaluation)

LEARNING ACTIVITIES

1. Read "El habla y la educación de los ninos de origen mexicano en Los Angeles" by Yolanda Lastra de Suárez.

2. Be prepared to discuss (May session)

   a. The relationship of the dialect studied (Los Angeles) to the Spanish spoken in Mexico.

   b. Some important characteristics of Los Angeles Spanish mentioned in the article. Compare with the variety of Spanish spoken in Texas. Are there any important difference?

3. For the June session, read one additional article from the list of sources attached. Particularly recommended are the articles by Cardenas and by Lance. These two articles will help you complete the assignment for the June session shown below.

4. Prepare the following assignments which are due at the June session: You may use Spanish language samples that you have already collected, or you may collect new samples.

   a. Choose language samples from two children in the upper age range of your samples (4-5 year old).

   b. Select 10 representative utterances (full or incomplete sentences) from the language sample taken from each child.

   c. Transcribe each utterance in "eye dialect" (conventional spelling which attempts to show pronunciation). For example: "Ay 'tá mi 'güelita."

   d. *Rewrite the utterances in phonetic symbols which indicate pronunciation more precisely. For example: /ái tá mi gwelíta/. (*OPTIONAL)

   e. Analyze the entire corpus of 20 sentences noting differences in phonology with respect to standard Spanish, differences in morphology, differences in syntax, and differences in lexicon or vocabulary.

Make a Xerox copy of your transcription and analysis. You will use these same utterances as data for another assignment.

Suggested format:

Child I

Utterance:	Analysis	
"Ay 'tá mi guelita."	phonology:	/y/ en "alli" weakened and disappears

/ái tá mi gwelíta/		first syllable of "esta" lost (unstressed) unstressed "a" in abuelita lost; /b/ changes to /g/
	no differences from standard Spanish in morphology, syntax or lexicon, except as words are effected by differences in pronunciation.	
"Vide unos flors."	morphology:	vide form used rather than of vi
/víde unos flórs/		plural of flor
"Juinos a mi abuelita's casa."	phonology:	/x/ replaces /f/
/xuínos a mi abwelítas cása/	morphology:	-nos replaces -mos as verb ending
	syntax:	English-like possessive structure
"Traigo mi lonche."	lexicon:	English loan word
/traigo mi lonce/		

INTERFACE WITH BILINGUAL-BICULTURAL CDA COMPETENCY TRAINING

Confern with Field Supervisor and your Instructor.

EVALUATION

The CDAC will be considered to have met the competences outlined on page one of this objective if (s)he can.

POSTTEST

1. Identify regional features in transcribed samples of speech taken from speakers of Southwestern Spanish, classify them as

differences in phonology, morphology, syntax or lexicon and identify a probable source of the differences in the two dialects for each feature. (June session)

2. Describe in writing in his or her own terms several (2) noticeable differences between standard Mexican Spanish and dialects of Spanish spoken in the Southwest, supplying at least one example for each kind of difference cited in phonology, morphology, syntax and lexicon. Discuss three sources of existing differences between standard Mexican Spanish and Southwestern U.S. Dislects of Spanish.

Due at July session.

SELECTED RESOURCES

Cardenas, Daniel N. "Mexican Spanish," in El Lenguaje de los Chicanos. Eduardo Hernández-Chávez, Andrew D. Cohen and Anthony F. Beltramo, eds. Arlington, VA: 1975.

Lance, Donald M. "Dialectal and Non-standard Forms in Texas Spanish," in El Lenguaje de los Chicanos. Eduardo Hernández-Chávez, Andrew D. Cohen and Anthony F. Beltramo, eds. Arlington, VA: 1975.

Lastra de Suárez, Yolanda. "El habla y la educación de los niños de origen mexicano en Los Angeles." in El Lenguaje de los Chicanos.

Lazano, Anthony G. "El espanol chicano y la dialectologia." Aztlán VII (1), Spring, 1976.

"Nuestra circunstancia linguistica." El Grito VI (1), Fall 1972, pp. 45-74 (a more detailed cataloging of differences between regional and general Mexican standard. More use of linguistic terminology, as well.)

Sancez, Rosaura. "La gramatica transformacional y el estudio del espanol chicano." Aztlán, VII (1), Spring 1976, pp. 7-12.

PURPOSE

To have the trainee examine his attitudes toward the variety of Spanish spoken by children and personnel in his center, and to consider the educational and emotional consequences of a strict prescriptivisit attitude toward the home dialect of young children.

OBJECTIVES

Objective 3: Home dialect and the education of the bilingual child.

1. The trainee will demonstrate an understanding of the reasons for an non-prescriptive attitude toward the use of the home dialect in the preschool classroom.

2. The trainee will demonstrate an ability to identify similarities and differences when comparing samples of speech from child speakers of Chicano dialect with adult Chicano speech and standard Spanish.

3. The trainee will demonstrate an awareness of the training needs of CDA personnel with respect of knowledge about the home dialect.

PRETEST

(Informal, self-assessment). Before beginning the assigned readings listed below, answer briefly, in writing, the following questions:

1. What has been the prevailing attitude of many educators toward the variety of popular Spanish spoken in the Southwest (and home dialect of most bilingual children)?

2. What have been some of the educational and cultural effects of this attitude?

3. What is the attitude of trained linguists with respect to dialects which differ from a nationally or internationally prestigious dialect (a standard dialect)?

4. Can one dialect of a language be considered superior to other dialects? If so, in what way(s)?

5. What is the current attitude of most Chicano educators toward the acceptance and use of the home dialect at school and the teaching of a standard dialect of Spanish?

6. What is your own attitude toward the use of the home or popular dialect (a) by children (b) by teachers in a preschool program for bilingual children?

LEARNING ACTIVITIES

1. Read "Chicano Spanish--A Positive Viewpoint" by Benito Resendez.

Read "Chicano Dialects and Education" by Ernest García.

These articles should be read before class for the June session. Review the preassessment questions after reading the articles and answer any questions left unanswered.

2. Using the 20 sentences that you transcribed for objective 2 (last session's assignment), write the following four-part report on the language sample taken from the two child informants.

a. Comparison of the child informants' speech will speech of adult speakers. Consider the following questions: Is the language obtained in your samples similar to adult speech in terms of pronunciation (phonology), word forms (morphology), word order (syntax) and vocabulary (lexicon)? If child speech samples differ from adult speech, to what do you attribute the differences? Developmental errors, more English interference, other?

b. Comparison of sample 1 with sample 2. Does the speech of one child differ from that of the other child? In what ways? To what might you attribute these differences?--age, language dominance, socio-economic differences in families, length of residence of families in the U.S., urban vs. rural families, other?

c. Standard non-standard dimension. Do a count of what you consider to be regional, non-standard features in the speech of each child. (You will have identified these already in completing the assignment from the last session.)

phonology:	Count each sound that differs from the sound in the same word in standard Spanish (juimos vs. st. fuimos). Then count all the sounds in your sample. If you have used eye dialect, count the letters that are different or missing. Record the ratio of non-standard sounds to total.
morphology:	Look for non-standard verb endings (comistes) non-standard changes in the roots of verbs (puedemos) lack of subject verb agreement (el muchacho juegas); plural nouns with missing or unusual endings(flors) lack of agreement of nouns and their articles or adjectives (la,papa, la gata es blanco). Count all of these

kinds of differences. Record the ratio of non-standard morphemes to total forms of the same type (nouns, verbs, etc.)

lexicon:	Look for content words such as nouns, adjectives and verbs that you believe are not used in standard Spanish; include assimilated borrowings (troca) as well as unassimilated.

English words (one word switches) (Mi casa no esta far). Count non-standard words and total number of content words.

Determine the ratio of non-standard to total number of sounds, word forms, and vocabulary items for each child.

d. Comparison of samples to standard Spanish.

Considering the data you have collected from these two children, to what degree do you believe their speech differs from standard Spanish? Do you believe that your data supports the opinion expressed by both Resendiz and Garcia that the language of child bilinguals (as well as adult speakers of popular Spanish) is highly systematic (rather than haphazard)? Do you feel that you can say that the speech of these children demonstrates that they speak a dialect of Spanish rather than a jumble of English and Spanish or a "corrupted" Spanish which is unpredictable and subject to no internal rules? Be sure to support your statements with verifiable generalizations from your data.

INTERFACE WITH BILINGUAL-BICULTURAL CDA COMPETENCY TRAINING

Confer with Field Supervisor and your Instructor.

EVALUATION

(July session) The CDAC will have met the criteria for competence in this module by:

1. Completing and submitting a satisfactory report on the data obtained in the two language samples.

2. Writing a brief statement explaining your own opinion concerning the acceptance of the home dialect of the child and the role of popular and standard Spanish in your pre-

school program.

3. Submitting a short report addressing the training needs to two possible types of CDA's: personnel who are speakers of local popular dialects; personnel who are speakers of other dialects (for example central Mexico or another part of Latin America, or an Anglo speaker who learned Spanish in an academic context).

4. Describe what information concerning the relationship of popular Spanish to standard Spanish each type of CDA should receive. Do you see a need for a difference in content, approach or emphasis when training these two different types of CDA candidates?

POSTTEST

SELECTED RESOURCES

Resendez, Benito. "Chicano Spanish--A Positive Viewpoint."

Garcia, Ernest. "Chicano Dialects and Education," in *El Lenguaje de los Chicanos.* Edurado Hernández-Chávez, Andrew D. Cohen and Anthony F. Beltramo, eds. Arlington, VA: Center for Applied Linguistics, 1975.

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INTERFACE

The CDA Training Counselor should be able to demonstrate his or her competency by attaining "Highly Competent" or "Competent" in at least 80 percent of the following behaviors:

LANGUAGE

The Bilingual-Bicultural CDA Training Counselor should be competent in:

1. Demonstrating proficiency in Spanish by communicating effectively with both adults and children.
2. Demonstrating ability to read and write in Spanish.
3. Providing training to bilingual-bicultural trainees both in English and Spanish.
4. Identifying unique linguistic characteristics of the Spanish-speaking population.
5. Accepting the bilingual-bicultural trainee's usage of regional varieties of the Spanish language.
6. Communicating effectively with bilingual-bicultural trainees who are using regional varieties of Spanish.
7. Providing opportunities for bilingual-bicultural trainees to expand and enrich their Spanish.
8. Identifying and explaining theories of first and second language learning to trainees.
9. Identifying differences between child and adult language learning, and explaining to trainees their implications for the preschool classroom.
10. Providing on-site instruction employing a variety of approaches for promoting first and second language learning through role playing situations or actual demonstration with young children.
11. Training bilingual-bicultural trainees in methods and techniques for promoting the development of the child's first and second language.

It is the responsibility of the student trainer to confer with his instructor and field supervisor concerning attainment and demonstration of each behavioral objective given above. The user will not be able to identify every single competency specified in the curriculum component. However, it will be the individual responsibility of the student training counselor to understand and to demonstrate the competencies and the field supervisor to document performance of these, within the total context of academic and field work.

ATTACHMENT

LANGUAGE

The Bilingual-Bicultural CDA Training Counselor should be competent in:

		1	2	3	4
1.	Demonstrating proficiency in Spanish by communicating effectively with both adults and children.	___	___	___	___
2.	Demonstrating ability to read and write in Spanish.	___	___	___	___
3.	Providing training to bilingual-bicultural trainees both in English and Spanish.	___	___	___	___
4.	Identifying unique linguistic characteristics of the Spanish-speaking population.	___	___	___	___
5.	Accepting the bilingual-bicultural trainee's usage of regional varieties of the Spanish language.	___	___	___	___
6.	Communicating effectively with bilingual-bicultural trainees who are using regional varieties of Spanish.	___	___	___	___
7.	Providing opportunities for bilingual-bicultural trainees to expand and enrich their Spanish.	___	___	___	___
8.	Identifying and explaining theories of first and second language learning to trainees.	___	___	___	___
9.	Identifying differences between child and adult language learning, and explaining	___	___	___	___

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*1 = Highly Competent--Successfully plans and carries out highly effective activities for a CDA trainee, with continual self-evaluation of program effectiveness.

2 = Competent--Plans and carries out effective activities for a CDA trainee, with supervisory evaluation initiating program improvement.

3 = Needs Improvement--Requires training and/or experience to be independently responsible.

4 = Unknown--Assessment impossible: Conditions prevented desired performance, time inadequate to determine level, other hindrances, e.g., language, personal differences.

1 2 3 4

to trainees their implications for the preschool classroom.

10. Providing on-site instruction employing a variety of approaches for promoting first and second language learning through role playing situations or actual demonstration with young children. ___ ___ ___ ___

11. Training bilingual-bicultural trainees in methods and techniques for promoting the development of the child's first and second language. ___ ___ ___ ___

PREFACE- LANGUAGE COMPONENT
METHODOLOGY

Our hesitation to address the issue of a specific language methodology stems from the same rationale that led us not to focus upon any one specific curriculum for the bilingual Head Start program. From our current vantage point, it seemed more appropriate to acquaint participants with current research on teacher behaviors and learning styles of children. In this way the participants would have some criteria by which to evaluate any methodologies they might be using or contemplating for future use.

MODULE 1. BILINGUAL-BICULTURAL EDUCATION METHODOLOGY

PURPOSE

To prepare paraprofessionals in the proper teaching, learning techniques most adequately suited for Mexican-American pre-school children.

OBJECTIVES

The student will demonstrate (1) an understanding of the socio-cultural history of the minority group along with certain aspects of their educational experience; (2) the professional concerns educators must have when implementing bilingual-bicultural early childhood programs, by:

1. Identifying and discussing culturally matching teaching and learning strategies for pre-school Bilingual.
2. Describing and explaining culturally relevant curricula.
3. Discussing the use of both languages as a means of instruction in the pre-school.
4. Discussing culture in the classroom.

PRETEST

LEARNING ACTIVITIES

1. Share your knowledge of culturally matching teaching strategies with your Trainee and compile a list of behaviors you would like her to exhibit immediately in her work with the children.

2. Design a lesson on any subject of interest. Include a Teacher and student dialogue. Make use of "Code switching" in your lesson and design your behaviors to be either field sensitive, field independent or both. (Please include objective, purpose, procedure, and evaluation, would be handed in.)

3. Read all handouts.

4. Listen to Dr. Jacobson's Lecture in (LRC) on "Code switching." Write a one page response to his recommendations, as it applies to a pre-school setting (to be handed in).

INTERFACE WITH BILINGUAL-[illegible]CULTURAL CDA COMPETENCY TRAINING

Confer with Field Supervisor and your Instructor.

EVALUATION

Evaluation will be based upon the quality of the written assignments turned in by the student.

POSTTEST

SELECTED RESOURCES

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Seelye, H. Ned. *Teaching Culture*. Skokie, Illinois, National Textbook Co., 1979.

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"Which Road for Bilingual Education," *Education U.S.A.*, October 17, 1977.

"Yo Estoy Bien, Tu Estas Bien: An Introduction to TA in the Bilingual Classroom," *IDRA Newsletter*, December, 1977, pp. 1-3 and 6.

Zaremba, Sarah W. "Spanish in the Preschool: A Bilingual Aid for the English-Speaking Staff," *Young Children*, March, 1975, pp. 174-177.

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REFERENCES

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Di Stefano, J.J. "Interpersonal perceptions of field independent and dependent teachers and students." Working Paper Series, No. 43, 1970. University of Western Ontario.

Dyk, R.B. and Witkin, H.A. "Family experiences related to the development of differentiation in children." Child Development, 1965, 36, 21-55.

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Stodolsky, S.S., and Lesser, G. "Learning patterns in the disadvantaged." Harvard Educational Review, 37, No. 4, Fall 1967, 546-593.

NOTES

ATTACHMENT

FIELD-DEPENDENT AND FIELD-INDEPENDENT TEACHING STRATEGIES

FIELD-INDEPENDENT	FIELD-DEPENDENT
1. Focuses on task.	1. Focuses on needs, feelings, and interests of students.
a. Emphasizes importance of task, "If you learn to read these words, you will get a new book."	a. Sensitive to verbal and non-verbal indicators of feelings, "You are frowning Juan, did I go too fast?"
b. Reminds students of rules and techniques for completing task successfully, "remember to add the column on the right first." "You could do it that way, but this way is faster."	b. Attends to special personal needs (supportive of shy child, bolsters self confidence of least successful child).
c. Emphasizes curriculum content more than affect in classroom, "You are here to learn, let's get down to the facts."	c. Is interested in students' personal lives, "I've noticed that you have not been turning your homework in Pedro. Is there something I can do?"
. Acts as a consultant or supervisor in the classroom.	2. Fosters modeling and imitation.
a. Encourages children to work on their own, "Try to do it on your own and if you have trouble, come to me."	a. Recognizes children who imitate the teachers, "You made the letter just like I did, Joe."

b. Is more detached and impersonal.	b. Tries to form close relationship with students.
	c. Makes feeling and personal references known to students, "I like novels better than poetry."
3. Formal-lecture oriented approach.	3. Informal-elicits class discussion.
a. Material flows from teacher to students.	a. Material flows from students to teacher as much as from teacher to students.
b. Interaction with students restricted to classroom discussion usually related to course work.	b. Interacts with students socially outside classroom.
c. Students must follow strict rules in addressing teacher or asking question, "I'll answer questions after my lecture. You must raise your hand if you expect to be recognized."	c. Atmosphere in class is more informal; open discussion between students and teacher and between other students.
4. Uses impersonal rewards.	4. Uses personalized rewards.
a. Uses tangible but impersonal rewards -- gold stars, grades special privileges.	a. Rewards help to effect a closer relationship between students and teacher.
	b. Physically displays approval (embraces child, nods, winks, smiles, uses approving tone of voice, etc.).

5. Encourages individual achievement.	5. Encourages group achievement.
a. "Because you spelled every word correctly, your paper will go on the wall first."	a. "Let's work together to become the best class in this school."
6. Emphasizes facts and principles.	6. Narrates and humanizes concepts.
a. focuses on orderly properties of objects and events (rules and laws).	a. Attributes human characteristics to numbers and geometrical shapes (as in Sesame Street).
b. Uses the discovery approach -- "If a is given and b is this value, what would c be?"	b. Uses fantasy and story telling.
c. Tends to use graphs and formulas in presentations.	c. Compares properties of objects and events to qualities of living things.
7. Emotionally detached.	7. Identifies with class.
a. "If you want to learn, it's up to you. All I can do is try to help." "How I feel about it doesn't matter. Are you proud of what you made, Roberto?"	a. "This is our class. I want us to do well."
	b. Expresses confidence in ability of individual students and class as a whole. "I know we can do well on this."

ATTACHMENT

FIELD-DEPENDENT TEACHING STRATEGY

SELF-RATING FORM

Focuses on needs, feelings, and interests of students	Fosters modeling and imitation	Informal-elicits class discussion	Uses personalized rewards
Encourages group achievement	Narrates and humanizes concepts	Identifies with class	

FIELD-INDEPENDENT TEACHING STRATEGY

SELF-RATING FORM

Focuses on task	Act as a consultant or supervisor in the classroom	Formal-lecture oriented approach	Uses impersonal rewards
Encourages individual achievement	Emphasizes facts and principles	Emotionally detached	

ATTACHMENT

FIELD DEPENDENT AND FIELD INDEPENDENT CHARACTERISTICS OF CURRICULUM

1. Content is reality oriented.	1. Humanized content. a. characterized by faces, social words, and human characteristics. b. focuses on persons who occupy central roles in themes such as history or scientific discovery.
2. Impersonal. a. no relationship to personal experiences, interests and ethnic background of students or teacher.	2. Personal. a. curriculum reflects the ethnic background of the students and highlights experiences in their homes and neighborhoods; also allows the teacher to express his or her experiences and interests.
3. Requires putting pieces together to make a whole or extracting pieces from a whole, or a principle that joins several separate points.	3. Requires a descriptive mode of abstraction. Only the global characteristics of a stimulus having meaning to its users and only in reference to some total context.
4. Characterized by inductive or discovery method.	4. Characterized by directive method in which rules and principles are identified for the student. a. the main theme is presented to the student then he is asked to break it up into its component parts.

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5. Abstract Content. a. characterized by formulas and graphs. b. focuses on events, places and facts in social studies.	5. Content is characterized by fantasy and humor.
6. Involves non-social learning, i.e., student interacts with materials.	6. Involves social learning--teacher and students working together or students working with other students.

RESOURCES

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NOTES

INTERFACE

The CDA Training Counselor should be able to demonstrate his or her competency by attaining "Highly Competent" or "Competent" in at least 80 percent of the following behaviors:

BILINGUAL-BILINGUAL EDUCATION

The Bilingual-Bicultural CDA Training Counselor should be competent in:

1. Demonstrating a knowledge of the philosophy and theory concerning bilingual-bicultural education and its application.
2. Using bilingual-bicultural instructional techniques and methods with trainees that are compatible with their unique learning styles.
3. Demonstrating the bilingual-bicultural CDA competencies (the CDA core competencies as they relate and are used in a bilingual-bicultural preschool program) to trainees.
4. Assisting in the development and implementation of preschool bilingual-bicultural programs.
5. Training trainees to develop and implement bilingual-bicultural preschool programs.
6. Assisting bilingual-bicultural trainees to identify, select, develop and/or adapt materials and activities for use with Spanish-speaking children.

It is the responsibility of the student trainer to confer with his instructor and field supervisor concerning attainment and demonstration of each behavioral objective given above. The user will not be able to identify every single competency specified in the curriculum component. However, it will be the individual responsibility of the student training counselor to understand and demonstrate the competencies and the field supervisor to document performance of these, within the, and of the total context of academic and field work.

ATTACHMENT

BILINGUAL-BICULTURAL EDUCATION

The Bilingual-Bicultural CDA Training Counselor should be competent in:	1	2	3	4
1. Demonstrating a knowledge of the philosophy and theory concerning bilingual-bicultural education and its application.	___	___	___	___
2. Using bilingual-bicultural instructional techniques and methods with trainees that are compatible with their unique learning styles.	___	___	___	___
3. Demonstrating the bilingual-bicultural CDA competencies (the CDA core competencies as they relate and are used in a bilingual-bicultural preschool program) to trainees.	___	___	___	___
4. Assisting in the development and implementation of preschool bilingual-bicultural programs.	___	___	___	___
5. Training trainees to develop and implement bilingual-bicultural preschool programs.	___	___	___	___
6. Assisting bilingual-bicultural trainees to identify, select, develop and/or adapt materials and activities for use with Spanish-speaking children.	___	___	___	___

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*1 = Highly Competent--Successfully plans and carries out highly effective activities for a CDA trainee, with continual self-evaluation of program effectiveness.

2 = Competent--Plans and carries out effective activities for a CDA trainee, with supervisory evaluation initiating program improvement.

3 = Needs Improvement--Requires training and/or experience to be independently responsible.

4 = Unknown--Assessment impossible: Conditions prevented desired performance, time inadequate to determine level, other hindrances, e.g., language, personal differences.

OUTLINE FOR THE CULTURAL FOUNDATIONS MODULES

The CDA modules on "Cultural Foundations" will be addressed primarily to the social and behavioral science concepts/terminology employed explicitly and implicitly in materials delineating the "CDA Competencies."

The Cultural Foundations module will not attempt to provide either a literature review or a comprehensive survey/synthesis of those social-behavioral science concepts recognized as necessary for the full preparation of the trainees.

Rather, the modules will focus on the general theme of CDAs as "community ethnographers," with role specificities drawn from the following sources:

(A) Becoming a Child Development Associate (1975:20-22)
(B) "A Self-Assessment for the CDA Competencies" (attachment) with emphases on Parts: C-1; D 1-4; E 1-4; F 1-2; G 1-2.

These decidedly limited and practical orientations are adopted with the instructor's awareness that (1) these aspects of "competency" are not comprehensive enough to meet the expected needs of a CDA professional, and (2) the module is insufficiently coordinated with other academic training modules dealing with the subjects of "culture" and "leadership." Nevertheless, the judgment has been made in consultation with other CDA staff members to concentrate on enhancing student awareness of the meanings of key concepts inherent in assessing the CDA role.

While it is felt that the practical orientation of this module will address some of the immediate conceptual and critical awareness needs of the trainees, the present module outline must be viewed only as a partial introduction to the more comprehensive training that is warranted in the field of applied social science. Further, this outline is subject to changes as the instructor, students and CDA Field Representative identify topics of importance derived from experiences and observations of the students' field work.

The central coordinating theme of the modules is stated in part F-1-c of the Self-Assessment document, as follows:

> "Are you knowledgeable about the cultural background of the children in your center?"

Attention will be frequently drawn to the students' meanings and social science approaches to the following facets of the theme:

A. "Knowledgeable:" kinds of knowledge, sources of knowledge, knowledge accruement techniques, knowledge evaluation procedures, knowledge use ethics.

B. "Cultural Background:" various approaches (popular and scientific) to the concepts of "culture" and "background," with attention to notions about people as culture inheritors, objects, users, breakers, changers, evaluators, etc.

C. "Children in your center:" child-culture in light of family, ethnic social sector, and national cultures, with attention to processes of socialization, enculturation, acculturation, and other identity formation processes.

To develop the above facets, related topics will be considered, such as:

1. community and cultural mores

2. "acceptance" and "appreciation" of "cultural variety"

3. parental "involvement:" information about the family, children and community; contributions to the center; family as "prime educator"

4. "important" elements of family cultural backgrounds

5. "awareness" and "respect" for traditions and cultural values/ life styles

6. data collection and use of information about children and families in small town and urban settings

7. culture of schooling processes in light of parental child-rearing patterns

8. "culture" as a static versus transforming phenomenon

Attention is drawn to the fact that the above theme, facets and topics are not stated in the standard behavioral terminology of educationese. Given the conditions restricting the academic aspect of the program, and given the sweeping scope of social science concepts in the CDA Competencies, and given the important skills inadequately developed in the provided materials, the above subjects can only be treated at a "familiarization" level. Accordingly, no pretense will be made through these modules to "prove" that the student has acquired anymore than the bare rudiments of awareness.

TENTATIVE MODULE THEMES, BY MONTH

February:	Introduction to Cultural Foundation/CDA
March:	Social Science and Popular "Knowledge" about "Culture:" procedures, problems and prospects relevant to CDA roles
April:	Responses to Cultural Diversity: awareness, respect, acceptance, understanding, etc.
May:	Social Science and Popular Notions about "Culture" as an Identity and Behavioral "Causality" Factor
June:	Enculturation through Schooling: critical perspectives from individual, family and societal points of view
July:	Social Science Perspectives on the CDA Roles of Community Ethnographer and Advocate: technology and ethics of practical research in multi-ethnic communities
August:	Sociocultural Dynamics of Human Identity Integrity: present and future dimensions

ACCOUNTABILITY

A. Specifics to be determined at a later date

B. Required readings (due in seven months)

1. *Pedagogy of the Oppressed*, Paulo Freire, 1973 (Foreword, Preface, Chapters 2 and 3)

2. *Education for Critical Consciousness*, Paulo Freire, 1973 (Introduction, and "Extension or Communication")

C. Monthly critical review of reading of own choice on subject matter related to module; total of four papers.

D. Monthly mini-research project and write-up on subject related to module and drawn from field work experience; total of four projects.

E. Class presentation, topics to be determined at later date (20 minute length).

F. Final comprehensive paper on topic of February assignment regarding what student knows about the cultural background of the children in the center. Due last class session.

G. One hour dialogue with instructor.

INTRODUCTION TO CULTURAL FOUNDATIONS/CDA

TOPICS:

- A. Self Introduction and Teaching Philosophy with Student Inquiry
- B. Course Focus and Perspective with Student Inquiry
- C. Discussion: Meanings of "Culture"
  - student ideas
  - introduction to interview techniques

TOPIC OUTLINE:

A. Self Introduction and Teaching Philosophy

1. no notes first hour unless of personal value
2. roles: not standard professor but resident anthropologist
   not standard students but mutual teachers
3. subject matter of "culture" -- problems, student's own definition
4. personal roles as facilitator and resource person for #3
5. personal professional background pertinent to CDA
6. student inquiries, questions, clarifications from own point of view
7. Teaching Philosophy
   - Freire
   - students need to be flexible
   - autodidactic emphasis
   - personal visits when possible
   - hard-nosed on professionalism, rationales

B. Course Focus and Perspectives

1. Course outline: B-5 thru G-2 of "Self Assessment on Competencies"
   (see Attachment)
   Also, pp. 20-22 of "Becoming a CDA"
2. Focus on the social science approaches to the terms, concepts, and processes inherent in these competencies
3. Other guidelines on "culture"

4. Perspectives:
   - CDA job description calls for skills of professional anthropologist
   - impossible to acquire, will expand and clarify what you already have
   - What we will Not do: no experts coming out of course; won't be taught everything should have; not exposed to everything in the field relevant to CDA role; no formulas, no "absolute scientific truths"

C. Discussion: Meanings of "Culture"

1. Each student gives own definition, how uses the term in everyday life and professional setting
2. Have students observe instructor carefully for lesson in introduction to interview techniques
3. Instructor probing of student key term meanings
4. Discussion of interview techniques

D. Accountability and Assignment

1. Accountability to be determined
2. General at this point:
   - Required readings in Freire
   - Monthly research project and write-up
   - Monthly critical reviews of reading
   - Summer period, class presentations, 20 mins.
3. Assignment for next Module
   - detailed description of your current knowledge about the cultural background of the children in your center
   - what you know now, no new data collection
   - Same assignment will be repeated toward end of program for comparison

NOTES

MODULE 1. SOCIAL SCIENCE AND POPULAR "KNOWLEDGE" ABOUT "CULTURE": PROCEDURES, PROBLEMS, AND PROSPECTS RELEVANT TO CDA ROLES (CULTURE THEORY MODULE)

Announce it is appropriate and encouraged to be bilingual in class and written assignments.

Review topics D-4, E-1, E-2, E-3, E-4 from CDA competencies

Knowledge About Culture

1. everyone an "expert"

2. the "super-experts": social scientists, educators, politicos, etc.

3. How knowledge about culture acquired:

   a. much through coercive conditions of early childhood socialization, which give us a base of what seems to be "natural": culture against man idea compared with culture necessary for freedom--Henry vs Lee
   b. church, schools, peer groups, music, siblings, etc. (sources)
   c. observation of others' actions, attitudes, etc.
   d. asking questions: childhood on, decreasing as older.
   e. mass media: radio, TV, reading

4. FILTER concept (see handout on culture as communication process)

   a. The "real" and the "Real-real"
   b. notion of "separate realities" among individuals and groups: diversity of interpretations and meanings
   c. culture in terms of who says what about whom, what, where, why, when

5. Class discussion on topics from Inquiry #1 (see attachment)

ASSIGNMENT: What is it in the cultural background of children in your center which makes them do some things, not do other things; feel some ways, not feel other ways; enjoy some things, not enjoy other things; expect some things, and not expect others?

MODULE 2. RESPONSES TO CULTURAL DIVERSITY: AWARENESS, RESPECT, ACCEPTANCE, UNDERSTANDING, ETC.

First Hour: Discussion on previous topics; thorough review of assignments, individual student reports with discussion. All papers due.

Second Hour: Concepts of cultural diversity within ethnic sectors, and importance of same to ethnic relations and education programs. To prepare: review your own ideas about topic.

Third Hour: Response to cultural diversity within ethnic sectors: the principles of respect, understanding, acceptance, etc. To prepare: review your own definitions of these principles and others, recall examples of how you and others have put them into action.

TOPIC: Responses to Cultural Diversity: Concepts and Principles

CDA Self-Assessment Relevancy Items:

B-2 (b,c,e)
B-3 (a,b,d,e)
B-5 (a-d)
B-6 (c)
B-8 (a)

D-2 (intro)
D-3 (a,b,c)
D-4 (a-d)*

E-1,2,3,4

F-1,2

PART I: Cultural Diversity/Variation Within Ethnic Sectors

A. Overview of Internal Diversity

1. The traditional "group" approach focusing on "shared" culture among all "members"

2. Notion of sub-cultures within an ethnic subculture: Romano examples; Casavantes examples; Texas examples

3. Student perceptions of diversity among Mexicanos and among Anglos in Texas

4. Political significance of diversity models

B. Significance of Internal Diversity

1. Perrennial tensions between group ways and individuality

2. Basics of sociocultural continuity and change: schooling process decisions reflect professionals' predispositions

3. Personal philosophy of education; personal ideas about ethnic identity as guidelines for social actors, present and projected future

4. Significance of diversity of individual, family, community, nation; and role of school in same

C. Culture Diversity Generating and Controlling Factors

1. Concept of "socialization/enculturation"

2. Concept of "adaptation"

3. Concept of "introspection"

4. Concept of "culture dialectics"

PART II: Responses to Cultural Diversity Within Ethnic Sectors

A. Student Observations on ways in which people respond

1. general "society" patterns

2. schooling responses

3. family responses

B. Common Response Principles: meanings of

1. sensitivity
2. understanding
3. appreciate
4. acceptance
5. sympathetic/concerned
6. receptive attitude
7. encourage free expression
8. respect
9. positive identity development
10. bicultural - bicognitive - versatile

C. Common Qualifying Terms related to the Response Principles

1. appropriate
2. acceptable
3. balance
4. compatible
5. toward the goal of....
6. important
7. relevant
8. needs of....

ASSIGNMENT: A. Identify and describe examples of cultural diveristy/ variations among people served by your institution

B. Describe ways in which your institution now is/is not responding to this diversity. Comment on implications of these patterns of response for the community and state

C. Speculate on ways in which your institution might "better" respond to cultural diversity. Comment on implications of these responses for community and state.

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Next Discussion Topic: Social Science and Popular Notions about "Culture" as an identity and behavioral causality factor

To prepare: Keep a journal during month of April covering:

1. Ways in which you use "culture" to explain why someone does something, says something, feels some way, etc.

2. Ways in which other people use "culture" to explain things.

EVALUATION

A thorough review of the assignments from Modules 2 and 3. All papers are due. Individual student reports with class discussion.

Concepts of "cultural diversity" within ethnic sectors, and importance of same to ethnic relations and education programs. To prepare, review your own ideas about topic.

Response to cultural diversity within ethnic sectors; the principles of respect, understanding, acceptance, etc. To prepare, review your own definitions of these principles and others, and recall examples of how you and others have put them into action.

MODULE 3. SOCIAL SCIENCE AND POPULAR NOTIONS ABOUT "CULTURE" AS AN IDENTITY AND BEHAVIORAL "CAUSALITY" FACTOR

OBJECTIVES

1. Monthly critical reviews of outside reading
2. Monthly mini-research projects
3. Class oral presentations

LEARNING ACTIVITIES

First 1 1/2 hour:

Class presentations and discussion based upon mini-research assignment for this module topic. Individual presentations of our observations from field experiences. Discussion on "popular" notions about "culture" as a "cause" of peoples' behavior.

Preparation: Review own mini-research findings. List ways in which people use "culture" to explain "why" people act. Dialogue with fellow students.

Second 1 1/2 hour:

Selected social science approaches to culture: lecture/discussion

Preparation: Review social science literature with which you are familiar. Formulate some questions for class discussion.

LEARNING ACTIVITIES

Concept of "Culture" - Introduction on multiple definitions and finding one's own operational meaning

On Board: "The power of culture in human existence"

-- what culture is/isn't
-- how culture relates with and to people

Questions to be entertained today:

1. Why do we have culture?
2. What happends if all culture is erased?
3. Where does culture come from?
4. How or does culture "cause" behavior?
5. Difference between culture and behavior
6. Culture against or for people?
7. Nature of man philosophical issues underlying culture
8. Others

First Half: Popular notions about culture

Second Half: "Scientific" notions about culture

1. read several definitions and discuss
2. puppet and creativity issues
3. symbols and meanings
4. guidelines for proper-righteous; the "good" from the past
5. social information of the "smart way"
6. people as culture manufacturers/users/changers/etc.
7. fundamental requirements:
   - -- know your own definition of culture
   - -- never assume others are using the same definition
   - -- recognize concept of culture as itself a symbol in today's education world

SELECTED RESOURCES

Sarason, Seymour. Biculture of A School/Problems of Change. 1971

ASSIGNMENT FOR NEXT MODULE:

1. Topic: How schools change peoples' culture, focus on:
   - specific culture features (traits, beliefs, values, etc.)
   - ways in which schools go about changing culture

2. Pull together, write down your OWN ideas about:
   - what kinds of "culture" are changed by schools
   - examples from your experience of individual, family, and interest groups' opinions (positive, negative) about kinds of culture change taking place in schools.
   - why schools change peoples' culture

NOTES

MODULE 4. ENCULTURATION THRU SCHOOLING: OVERT AND HIDDEN SOCIALIZATION AND RE-SOCIALIZATION OF ETHNIC YOUTH

LEARNING ACTIVITIES

First Hour: Student presentations

Second Hour: Multiethnic schooling as Compulsory Encultration Process

1. definition of terms (in title)
2. the altruistic product -- "good citizens" -- or, what the ethnic citizen of the future "should" be like according to professional educators and politicos
3. concept of "schooled ethnicity" -- educators' definitions of the ethnic citizen of the future: overt socialization messages of academic curriculum and co-curricular activities
4. schooled ethnicity from the points of view of individuals, families, and ethnic sectors -- sought or preferred ethnicity versus identity formation through schooling

Third Hour: Closer Look at the Hidden Curriculum in Schools

1. concept of hidden curriculum compared with planned
   - teachers unstated agendas for students
   - socialization through the medium
2. teachers as parent substitutes and/or alternatives
3. covertly intended and unintended by-products of schooling
4. ethical issues raised by the hidden curriculum: applications to the CDA role

ASSIGNMENT: Describe the "schooled ethnicity" in your center, with careful scrutiny of the intended product, and of the hidden curriculum.

NOTES

MODULE 5. SOCIAL SCIENCE PERSPECTIVES ON THE CDA ROLES OF COMMUNITY ETHNOGRAPHER AND ADVOCATE

LEARNING ACTIVITIES

First 1 1/2 Hour: Student Presentations

Second Hour: Review of CDA Roles as Ethnographer and Advocate
Methods for the CDA as ethnographer and advocate
Ethical Issues in the CDA Role

Preparation:
1. Read list of CDA ethnographer and advocate items--think and reflect and discuss
2. Complete Self-Awareness Inquire #2 (see attachment)

A. Ethnographer Role

1. study of a culture in broadest sense
2. full time job--7 days/week, 365 days/year. Culture isn't an 8-5 phenomenon
3. CDA focus on the family: ethnographer looks at family internally and then extends outward
4. never assume that really know anything--question even the apparent "obvious"
5. look for patterns and repetitions, as well as "idiosyncracies"
6. informal interview techniques of participant observation: methods and problems
7. ethnography of the family as one of most difficult of social science endeavors, even more so for professional educator

B. Advocate Role

1. promoting something, goal oriented

2. difficulty of "accepting" and "respecting" all culture because advocate is also changing culture--delicate balance and hard value judgments
3. must be aware of power conditions inherent in professional educator role
4. complications when combining the ethnographer (objective observer) with the advocate (change promoter) roles of CDA
5. the Dialogue Interview technique, promoting change through mutual discussions; the influence of questions and probing
6. advocacy within families, and advocacy in the larger community setting

C. Ethnical Issues in Advocate Applied Ethnography

1. intruding into family life: how far? privacy? what is really necessary for the center's program development/maintenance?

2. the goal of parental involvement--should it mean changing the family, or re-socializing parents according to needs of the center?
3. data on families: questions of anonymity, confidentiality; protecting sensitive data
4. honesty with families: are they aware that the CDA professional is performing as an ethnographer and advocate

ASSIGNMENT: All back papers due in one week
Complete Inquiry #3 (see attachment)
Final paper on cultural background of children in center.

NOTES

MODULE 6. SOCIOCULTURAL DYNAMICS OF HUMAN IDENTITY INTEGRITY

LEARNING ACTIVITIES

First Hour: Student presentations

Second Hour: Concept of Identity Integrity

1. class discussion on meanings of dignity, pride, self-respect, positive self-image, and others
2. VonMering's identity formation processes: the element of consciousness in identity formation; comparisons, relativity, introspection
3. the dynamics of past, present, and future in identity formation: the individual as culture receiver, selector, interpretor, user, etc.

Third Hour: Personal Identity Integrity in Social Contexts

1. sense of dignity within (private)
2. sense of dignity through social relations (public)
3. effects of social interactions on personal dignity: human dilemma of constantly maintaining private sense of dignity
4. tactics of personal identity integrity maximization: conformity, rebellion, compromise, etc.
5. early childhood identity integrity in a CDA-oriented center

- - - - - - - - - - -

To Prepare: Review and discuss your own meanings of personal dignity, pride, self-respect, integrity, etc.

Review and discuss ways in which you, your friends, family and professional colleagues go about the task of maintaining a sense of personal dignity.

Read paper on "Multi-ethnic Schooling: A Conceptual Perspective" (copies of LRC) during time at SEU before next class, and "Mexicano Resistance to Schooled Ethnicity"

Review and discuss Freire readings and class notes.

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NOTES

ATTACHMENT

NAME________________________________
(please print)

March and July, 1978
SEU/CDA Program
Cultural Foundations Module

Self-Awareness Inquiry #1 and #2: "Knowledge about Culture"

Directions: complete the following sentences with a brief statement of your opinion, and then give your reasons for holding this opinion.

1. Culture is important in our society (Texas) because

2. The best ways to find out about a family's culture are to

3. The most reliable descriptions about an ethnic group's culture are those done by someone who has the following characteristics

4. What parents say about their children should be evaluated with the following points in mind

5. People who study another group's culture and are then critical of it are

6. What parents know about education amounts to

7. People in schools should know about the culture of the children and their families because

8. When someone says that they value something, and then are observed to act differently, school personnel should interpret this apparent contradiction in the following manner

9. When you talk to someone to find out about things that are important to them (their beliefs, values, hopes, gripes, norms, traditions, etc.), it is important to

ATTACHMENT

NAME ______________________________
(please print)

July, 1978

SEU/CDA Program
Cultural Foundations Module

SELF--AWARENESS INQUIRY #3: "Knowledge Application Survey"

Directions: Describe in detail the ways in which you have applied or operationalized in your center the following guidelines for Bilingual-bicultural CDA activities. Use back of page. Indicate if not done, and why.

1. Materials which help the Bilingual-bicultural child relate to familiar models:

2. Activities which reflect the "cultural environments" of children:

3. Pictures which indicate "contemporary life style" of cultures of the children:

4. Sessions in which children talked about items and/or experiences that were "unique to their culture or homes:"

5. Non-verbal cues encountered which were "culturally relevant:"

6. Sessions in which a "comfortable atmosphere" was provided to discuss and share information on "cultural heritage." Describe the atmosphere and what was discussed/shared:

7. Examples of how teachers showed "understanding and acceptance" of the various ways culturally different people express their emotions:

8. Ways in which "cultural heritage" was made meaningful to children:

9. Examples of how teachers showed "understanding and acceptance" of the "value systems" of each child in the classroom:

10. Examples of how children were helped to distinguish different "cultural ways" of expressing negative feelings:

11. Examples of the "values/expectations of families in relation to their cultures:"

12. Examples of encouraged relationships across racial, ethnic, and social groupings:

13. Examples of encouraged "positive attitudes" toward adults in the local community:

14. Examples of bilingual-bicultural children demonstrating home activities in the classroom:

15. Classroom management techniques "compatible with a child's structure:"

16. Classroom management techniques which helped child deal with culture conflict:

17. School management techniques that helped the family deal with culture conflict:

18. "Opportunities" provided for parents to use their skills and talents at the school:

19. Curricula which recognized and utilized "relevant aspects" of the family:

20. Curricula which recognized and utilized "relevant aspects" of the "community":

21. "Relevant cultural experiences" brought by parents into classroom:

22. The full spectrum of different kinds of "contacts" you had with parents:

23. Examples of how children were encouraged to "creatively" express "feelings" and "ideas" which incorporated the "local culture:"

24. Examples of "creative questioning/thinking" in the child's "native language:"

25. The ways in which concepts of "growth" and "behavior" defined in the center's records on each child:

26. Examples of the "community resources" used by the center:

27. Examples of parental inputs as "evaluators" of the center's program:

28. Ways in which you have "furthered your professional growth:"

29. Define the "relevance" of early childhood schooling for bilingual-bicultural children:

ATTACHMENT

CDA - CULTURE THEORY MODULE

TOPICS FOR CLASS PRESENTATIONS

"Respect" for family culture

Bringing "family culture" into the classroom

"Parent Involvement" in the classroom

Finding out what family culture is

"Respecting" cultural differences

Evaluation of CDA competencies in "culture" area

Evaluation of CDA training in "culture" area

Evaluation of *your* teaching of "culture" module to CDA Trainees in your center.

Applications of principle of "multicultural" education in your setting.

Goals of "bilingual and multicultural" preschool

--10-15 minutes per person.

--Please bring all due written assignments

--Come prepared to discuss and to decide on evaluation criteria and procedures for course

--We have to start individual (or small group) counseling sessions in June. I will have a schedule of my hours ready for you when you arrive.

W.E. Smith
July, 1978

ATTACHMENT

CDA ADVOCATE ITEMS

Invite exploration and independent discovery.

Allow the children freedom of expression.

Allow children freedom to symbolize in their own terms, without imposition of standards of realistic representation; encourage children to create without having to meet adult standards.

Emphasize creative processes instead of end products.

Encourage children to engage freely in role-playing and dramatic play.

Extend children's knowledge through direct and indirect experiences.

Acquaint children with people who keep things functioning in their immediate environment.

Provide an environment and atmosphere in which the child can grow toward a sense of positive individual identity as a person.

Encourage all children to recognize and accept each other's individual differences.

Provide materials to help children understand and express their feelings about themselves and others.

Give positive reinforcement for changing unwanted behavior and encouraging desired behavior.

Hold high expectations for the children's performance.

Encourage children to express feelings (both positive and negative) such as concern, caring, empathy, enthusiasm, pain, frustration, loneliness, and anger.

Model appropriate behavior for expressing and understanding emotional feelings.

Encourage children to express their feelings freely while interacting with other children.

Establish a reasonable system of limits, rules, and regulations by consultation with children and staff, to be understood, honored, and protected by both children and adults, and allowing for the individual needs of children.

ATTACHMENT

Advocate Items:

Ask the children to help in making rules and guidelines for their behavior.

Establish limits for behavior that are compatible with the room arrangement.

Foster acceptance and appreciation for cultural variety by children and adults as an enrichment of personal experience.

Develop projects that utilize cultural variation in the family population.

Encourage children to understand and accept individual differences.

Design a daily program that reflects the cultural environment of the children.

Utilize materials and activities that draw from the cultural background of the children and their families.

Participate with children in cultural activities.

Extablish relationships with parents that facilitate the free flow of information about their children's lives inside and outside the center.

Insure that the center's daily program reflects the cultural priorities of the families.

Recognize the family as a prime educator in the child's total development.

Work with parents to set objectives and goals for the center's program.

Provide activities for parents to do with their children at home.

Recognize and utilize the strengths and talents of parents as they may contribute to the development of their own children.

Give parents every opportunity to participate in and enrich the center's program.

Encourage parental involvement in classroom activities.

Incorporate important elements of cultural backgrounds of families being served.

Achieve cultural continuity between the home and center settings; make provisions for the center environment to be closely related and relevant to the cultural background of the children being served.

Make every effort to involve parents in planning and incorporating cultural events in the daily program.

Demonstrate awareness of and respect for traditions and cultural values. Show a receptive attitude and desire to acquire additional knowledge.

Program includes important activities that reflect cultural values and relationships.

Understand and respect cultural life styles.

Understand and respect cultural patterns of the community.

Encourage children to use their primary language freely.

Encourage compatability between methods of discipline used in the community and the center.

Use children as learning resources, adding their experiences to the group experience.

Include parents in program evaluation.

Source: "A Self-Assessment for the CDA Competencies" (SEU handout, 1978).* Refer to Part 3, Field Supervisor Handbook: Diary of a Field Supervisor, p. 21.

NOTE: These items are subject to a wide variety of interpretations and meanings when operationalized in a schooling program. Most contain key terms (e.g., understand, respect, accept, important, etc.) that involve significant value judgments and related ideological orientations. Many contain principles which may or may not be compatible with parental or "community" preferences and expectations. A number indicate significantly different philosophies of education, posing additional conflicts with prevalent patterns in public schooling for socio-culturally different persons. These items indicate that a full-fledged CDA undertaking may involve advocating cultural changes within families, and socio-cultural changes in multi-ethnic schooling patterns. For example, where parents and public school professionals believe that parents are not qualified to plan and evaluate a school program, the CDA's attempt to involve them in such activities requires changing this belief--i.e., cultural change.

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*Editor"s Note: These opinions reflect the views of the writer of this module and do not necessarily reflect the views of the Texas Department of Community Affairs, Early Childhood Development Division.

It is important to point out that, if a CDA-oriented program undertakes these items or adopts principles such as these, then the role of the CDA person must be viewed as a complex synthesis of advocate and ethnographer. That is, change agent skills must be integrated with participant observation skills. This combination is no simple matter, and the present training program is entirely inadequate in this regard.

In viewing the CDA person as an "advocate-ethnographer," it is imperative that attention be drawn to the consequent ETHICAL issues that this role raises.

NOTES

CDA ETHNOGRAPHER ITEMS

Provide activities and materials which meet the needs of all children.

Provide materials to help children understand and express their feelings about themselves and others.

Child development "norms": objective and accurate observation and recording of individual's strengths, weaknesses, and learning opportunities.

Create a school atmosphere in accordance with the community and cultural norms.

Foster acceptance and appreciation of cultural variety by children and adults.

Develop projects that utilize cultural variation in the family population.

Establish daily program reflective of the cultural environment of the children.

Utilize materials and activities that draw from the cultural background of the children and their families.

Participate with the children in cultural activities.

Establish relationships with parents that facilitate the free flow of information about their children's lives inside and outside the center.

Hold regular parent meetings and systematically document family contacts.

Communicate and interact with parents toward the goal of understanding of and consideration of the priorities of their values for their children.

Be sure that the daily program reflects the cultural priorities of the families.

Communicate with parents about the expectations and values they hold for their children.

Work with parents about the expectations and values they hold for their children.

Work with parents to set objectives and goals for the center's program.

Recognize the family as a prime educator in the child's total development.

Recognize and utilize the strengths and talents of parents as they may contribute to the development of their own children.

Give parents every opportunity to participate in and enrich the program.

Involve parents in planning the center's program.

Ethnographer items

Incorporate important elements of cultural backgrounds of families being served into the program in order to achieve continuity between home and center settings.

Design center environment to be closely related and relevant to the cultural background of the children.

Be certain that staff are knowledgeable about the cultural background of the children.

Demonstrate awareness of and respect for traditions and cultural values showing a receptive attitude and a desire to acquire additional knowledge to meet the needs of the children.

Encourage community people to volunteer in the center, and use them as resources for cultural activities.

Include in the program important activities that reflect cultural values and relationships.

Understand and respect cultural life styles.

Understand and respect cultural patterns of the community.

Encourage children to use their primary language freely.

Understand methods of discipline used in the community.

Insure compatability between discipline methods used by the staff and community.

Use culturally-relevant non-verbal forms of communication.

Use children as resources by having them add their experiences to the group experience.

Include parents in program evaluation.

Source: "A Self-Assessment for the CDA Competencies" (SEU handout, 1978).* Refer to Part 3, Field Supervisor Handbook: Diary of a Field Supervisor, p. 21.

NOTE: Generally speaking, in order to carry out these items, the CDA must be highly skilled as a community ethnographer with an emphasis on applied social science in the areas of multi ethnic relations, multi-ethnic schooling, multi-ethnic family/childrearing.

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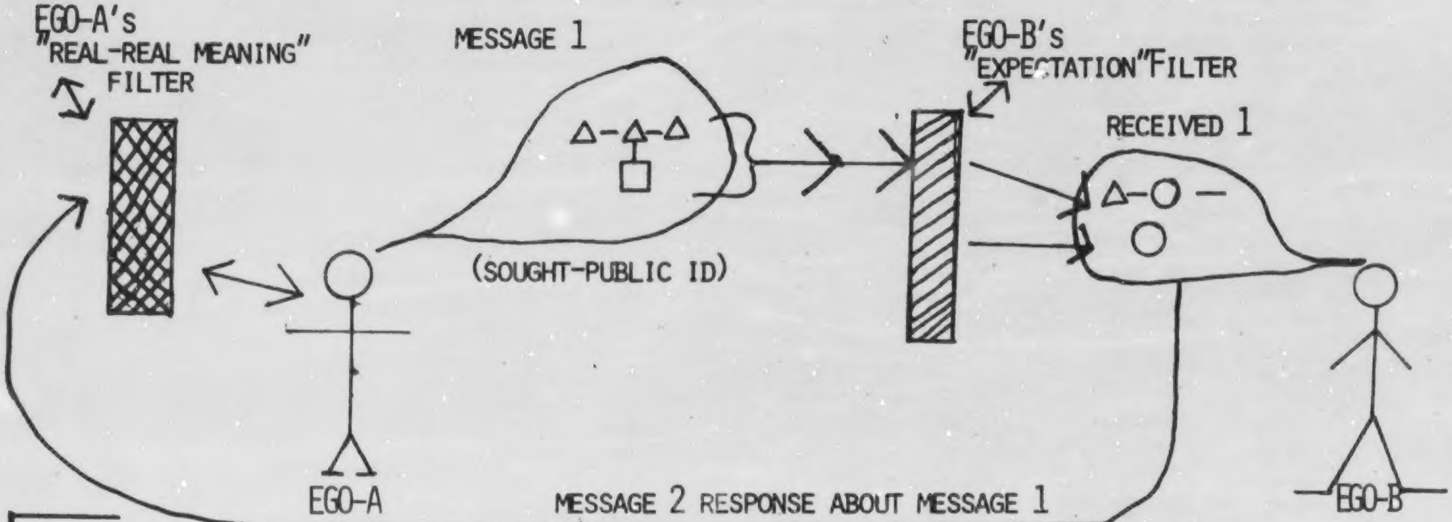
*Editor's Note: These opinions reflect the views of the writer of this module and do not necessarily reflect the views of the Texas Department of Community Affairs, Early Childhood Development Division.

among others. Of major importance are informal dialogue interview skills in the areas of child-teacher relations, and in parent-professional educator relations. It must be clarified, however, that the role as "ethnographer" is significantly complicated by the CDA's professional relationship with the center, and by parental expectations of the center's purpose. (cf, "CDA Advocate Items")

ATTACHMENT

ETHNIC RELATIONS AS COMMO PROCESS


EGO-A's "REAL-REAL MEANING" FILTER
MESSAGE 1
(SOUGHT-PUBLIC ID)
EGO-B's "EXPECTATION" FILTER
RECEIVED 1
EGO-A
EGO-B
MESSAGE 2 RESPONSE ABOUT MESSAGE 1

"CULTURE" RELEVANT TO ETHNIC RELATIONS - WHAT THE FILTERS ARE COMPOSED OF

"CULTURE CHANGE" RELEVANT TO ETHNIC RELATIONS - CHANGING COMPONENTS OF FILTERS

- USING "SITUATIONAL" FILTERS

EGO-A's "REAL-REAL" FILTER MAY USE A's "PRIVATE ID"

EGO-B's "EXPECTATION" FILTER MAY USE B's "ASCRIBE ID" OF A, AND ALSO
B's "SOUGHT" & "PRIVATE" ID's FOR SELF

"BI-CULTURAL" DISCUSSION TOPICS

A. What does "bi-cultural" mean as a social science, popular, and political concept?

1. knowledge/respect for a "culture" that is "different" from one's own?
2. a working knowledge/skills for participation in two cultures?
3. knowledge/respect for the "heritage" culture of an ethnic sector?
4. knowledge/respect for the current "adaptation" culture of an ethnic sector?
5. knowledge/respect for the "projected-future" culture of an ethnic sector?
6. knowledge/respect by a "minority" ethnic sector for the "dominant" culture?
7. what is meant by the principle of "knowledge/respect for cultural difference?"
8. what degree/extent of acculturation/assimilation is implied in "bi-cultural?"
9. can persons from the "dominant" sector be "bi-cultural?"
10. implicit assumption of the existence of a "group culture" in the concept?
11. implicit assumption of a "national or mainstream culture" in the concept?

B. What does it mean to be a "bi-cultural" person in the U. S. today?

1. are there "bi-cultural" people in the U. S. Today? If so, identify and briefly describe. If not explain.
2. what kinds of attitudes, beliefs, predispositions, etc. are there in the U. S. regarding persons thought to now have a "bi-cultural" background?
3. what kinds of attitudes, etc. are there in the U. S. regarding persons seeking to maintain and use their "bi-cultural" background in daily life?
4. what are the formal government policies (local, state, national, international) that influence what it means to be a "bi-cultural" person?

5. what are the "interest group" policies, doctrines, ideologies that influence what it means, or should mean to be a "bi-cultural" person?

6. if a person has a "working knowledge" of two cultures, how does this influence that person's personal, social, political, etc. living?

C. What does "bicultural-ism" mean as a concept and in practice?

1. diverse meanings of the concept of an "ism":

   a. doctrine, principle, theory or system of...
      "doctrine": something taught/advocated as creed of interest group.
      "dogma": belief/opinion presented by an authority as indisputable.
      "principle": fundamental truth, law, or motivating force; a rule of "right conduct;" an essential element producing a specific effect.
   b. a condition of being...; the act, practice, result of...
   c. devotion to...
   d. an abnormal condition caused by...
   e. connotation of disparagement (low esteem, discredit, inferior)

2. is the phenomenon of "bi-cultural" an "ism" in the U. S. today? If so, what are the implications for professionals involved in ethnic relations? If not, explain.

3. how might the different meanings of "ism" influence government policy and interest group approaches to the idea of "bi-cultural?"

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ATTACHMENT

COURSE PROPOSAL

APPLIED EDUCATIONAL ANTHROPOLOGY FOR CDA *

Statement of Need and Purpose

The CDA competencies contain a significant number of key references to basic social science concepts and processes, such as community culture, family culture, respect for cultural differences, parent involvement, family-school contacts, and multi-culturalism. In order to translate such precepts into the philosophy and methods of a CDA-oriented pre-school program, it is imperative to fully comprehend both their popular and scientific meanings. To the significant degree that the CDA competencies establish a multi-faceted professional role as school-family-community analyst and interaction facilitator, it is necessary that CDA personnel acquire a working knowledge of the related social science concepts and the practical skills of ethnographic research.

The general field of educational anthropology, as supplemented with an emphasis on applied social science, multi-cultural relations, and critical philosophy, provides an inter-disciplinary approach to the complex CDA-oriented pre-school center. The purpose of this course is to apply such an inter-disciplinary social science perspective to the understanding, interpretation, and enactment of the numerous CDA competencies founded upon social science precepts. Full participation in the course's academic and field work learning opportunities will provide students with valuable skills as an analyst, evaluator, advocate, and facilitator of a CDA-oriented program in a multi-cultural community.

Primary Course Topics

A. Social Science and Popular "Knowledge" about "Culture": Diverse meanings and confusions in school, family, community

B. Social Science and Popular Concepts of "Cultural Diversity" in education, family, community, and national settings

C. Social Science and Popular Notions about "Culture" as a "Cause" of Identity and Behavior

D. Enculturation Through Schooling: Overt and Hidden Socialization and re-socialization of youth, families and ethnic sectors

* The instructor believed that further course work was needed in this area; therefore, he submitted this course proposal to fill the gap.

E. Dynamic Processes of Identity Integrity/dignity in a Multicultural School and Society

F. Social Science Perspectives on the CDA Roles of Community-School Ethnographer and Multicultural Education Advocate

G. Practical Research and Communication Techniques for Understanding the School and Family

H. Ethical Issues in the Applied Advocate-Ethnographer Role of CDA

Teaching Philosophy and Methods

Reflecting the CDA competencies, the subject matter of this course requires that students be provided ample opportunity to investigate their personal ideas and experiences about the topics, and to critically compare these with the broad spectrum of current alternate conceptualizations. As such, the "banking" (memorization-regurgitation) method is most inappropriate. Rather, emphasis is placed upon acknowledging the students as already having an experiential and professional background upon which the course builds further knowledge. The dialogue method of mutual teaching and learning between instructor and students is recommended. (cf, Paulo Freire, Pedagogy of the Oppressed, 1973.)

To accomplish this, it is imperative that the instructor, (1) understand the CDA profession, (2) understand the represented pre-school center, (3) establish a comfortable social relationship with students, (4) have a strong inclination toward applied anthropology/sociology, and (5) possess skills in critical thinking promotion among adults.

This course should place a premium on developing "participant observation" ethnographer skills as applied to pre-school and family settings. It should be closely correlated with other academic disciplines, with a primary emphasis on school-community leadership and the field representative's evaluation and instructional activities.

NOTE: Further elaborations available upon request.

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MODULE: FORKLORE

PURPOSE

OBJECTIVE 1:

The Role of Folklore in the Life of the Mexican American Community and the Mexican American child.

1. The CDAC trainee will be able to describe in writing his/her view of the relationship between folklore and Mexican American culture.

2. The CDAC will identify several types of folklore accessible to children.

3. The CDAC will collect examples of folklore performed for and by children. Collection experiences will be shared.

PRETEST

LEARNING ACTIVITIES

1. Reading

a. Read "Qué es el Folclor" by Max Gomez Vergara to get some general background on content and methodology of folklore study.

b. Listen to tape of lecture on"El Folklore y el Renacimiento Cultural Chicano"by Americo Paredes, May 5, 1978 St. Edward's University.

c. Read Richard M. Dorson "Is there a Folk in the City" or "Collecting Oral Folklore"--read one.

2. Identify, 5 kinds of folklore known to children (performed for or by children, material, or social folklore known to children).

3. Collect 2 samples of folklore in each category: 1. verbal performance, descriptions, 2. non-verbal performance, 3. material and 4. social folklore -- (cf Paredes and Gomez Vergara).

4. Keep a journal describing your collecting activities. You may use yourself as a source. Try to use at least one child and one adult as other sources.

Your journal should include how and why you picked your sources. Any difficulties, unexpected successes or surprising developments should be reported. Describe your collection procedures (note-taking, tape-recording, etc.).

Present insights into the importance of folklore in the lives of the Community as represented by your sources.

EVALUATION

The CDAC will meet the requirements of this model by:

1. Writing a short statement (1-2 pages) explaining the relationship between folklore and Mexican American culture, stated in his own words.

2. Presenting the prescribed collection of 8 items of folklore (collected verbal performance and descriptions of other kinds of folk performances, material folk culture and events) along with the journal describing his/her collecting experiences.

Both assignments will be judged on the basis of completeness of described requirements, graduate-level, standards of neatness, form, etc., and organization of presentation.

POSTTEST

SELECTED RESOURCES

Gomez Vergara, Max Qué es el folclor (Tunja, Colombia: Universidad Pedagógica y Tecnológica de Colombia, 1971)
Cap. III ("Del contenido folclórico.") pp. 27-37, Cap. V ("Del Folclor y sus variedades") p. 47-51. See for a discussion of folklore vs. literary vs."popular" culture, definitions of folklore and for examples of types of folklore (organized differently than American school but nevertheless useful).

Dorson, Richard M. "Collecting Oral Folklore in the United States" Buying the Wind. Chicago: University of Chicago Press, 1964, pp. 1-19, especially pp. 17-19. (suggestions about where and how to look for folklore)

Paredes, Americo. "Folklore y el renacimiento cultural chicano." Lecture delivered at St. Edward's University, May 5, 1978. (tape recording)

Dorson, Richard M. "Is there a Folk in the City" in Paredes and Stackert, The Urban Experience and Folk Traditions. Austin, Texas: University of Texas Press, 1971.

PURPOSE

OBJECTIVE 2:

The learner will demonstrate an understanding of the process of cultural change in the family and the value of certain aspects of traditional folk culture, such as traditional celebrations and ritual events, in maintaining valued cultural patterns in the face of adjustment to urban life in the U.S. by:

1. Explaining the process of "cultural stripping" and reintegration that occurs when the rural family moves into an urban setting.

2. Explaining the value of folklore, such as traditional celebrations and ritual events, in maintaining family and group identity in the face of pressures for social change.

3. Explaining the value to the child of incorporating traditional culture, such as traditional celebrations and ritual events, into the preschool curriculum.

4. Teaching these concepts to the CDA through collaboration on a folk culture unit using a traditional event as the focus for a preschool bilingual-bicultural program unit.

PRETEST

None

LEARNING ACTIVITIES

For the May 4 session

1. Read (optional) excerpt from Oscar Lewis' Tepoztlán: A Nahuatl Speaking Mexican Village, 1943-1948 to gain an understanding of the long-standing nature of some life patterns and traditional values of rural Mexican families.

2. Read "Immigration and the Lower Class" and "Middle and Upper Classes" in William Madsen, The Mexican-Americans of South Texas.

3. Read "The Process of Cultural Stripping and Reintegration" by Morton Leeds. (Note that the population he is describing consists of rural Southern Blacks and Anglos.)

4. Participate in a class discussion on the processes outlined in Leed's article with respect to the Mexican-American experience of adaptation to an urban environment in the U.S.

We will consider which aspects of traditional, rural life are likely to be abandoned during the acculturation and urbanization process and which are likely to be preserved and possible reasons for both. We will focus on aspects to folk life or folklore: verbal amusement (stories, jokes, legends), non-verbal amusement (games, dance, music) food, and particularly, on traditional celebrations and ritual events.

5. In collaboration with your CDA trainee(s), prepare and submit at the July session:

   a. a calendar of traditional celebrations (religious and secular) and a list of ritual events or other traditional celebrations which may be celebrated at any time of the year.

   b. a description of:

      1 ritual event known to children (a wedding, baptism, first communion, etc.)

      1 non-religious event (a tamalada, baile, barrio fiesta, etc.)

      1 seasonal event of any nature (la Noche Buena, las Posadas, el Cinco de Mayo, etc.)

   c. with your CDA, develop a rationale for incorporating aspects of traditional Mexican-American folk culture in the bilingual curriculum of a preschool program (objectives 2 and 3 from first page)

   d. with your CDA, develop an outline for incorporating one traditional event into your bilingual-bicultural curriculum. Use an event that you have not used before. How could this cultural lesson be integrated into the curriculum to further your goals in other aspects of the preschool program--language development, motor skills development, concept development, etc.?

EVALUATION

Assignment (Enabling activity #5, above) will be evaluated after the July session.

POSTTEST

SELECTED RESOURCES

Leeds, Morton. "The Process of Cultural Stripping and Reintegration." *The Urban Experience and Folk Tradition*. Eds. Americo Paredes and Ellen Stackert, Austin, 1971.

Lewis, Oscar. Tepoztlán: A Nahuatl Speaking Mexican Village, 1943-1948, excerpt reprinted in Jack Forbes, *Los Aztecas del Norte: Chicanos de Aztlán*. New York, 1971.

Madsen, William. *The Mexican Americans of South Texas*. New York, 1964.

Toor, Frances. *A Treasury of Mexican Folkways*. New York, 1947.

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NOTES

PREFACE - ART

In our present educational system most emphasis has been put upon the learning of factual information. To a great extent the passing or failing of an examination or course depends upon the mastery or memorization of selected bits of information ready to be repeated at a moment's notice. Once a student has succeeded in reaching a certain competency level for producing (reproducing) tidbits of trivia, he is considered ripe for graduating from grade to grade or from school. What is so disturbing is that, the skill of repeating bits of information may have very little relationship to that "contributing, well-adjusted member of society," we thought we were producing.

Man will not be saved by art activities alone, but the values that are meaningful in an art program are those which may be basic to the development of a new image, a new philosophy, and maybe even a new educational approach. The ability to learn differs from person to person and from age to age. It involves not only the intellectual capacity but also social, emotional, perceptual, physical, and psychological factors. "Man learns through the senses." The ability to see, feel, hear, smell, and taste provides the contact between man and his environment. The public school curriculum shows little concern for this fact. The greater the awareness of all the senses, the greater will be the opportunity for learning.

Art education, as an essential part of the education process, may well mean the difference between a flexible creative human being and one who will not be able to apply his learning, who will lack inner resources, and who will have difficulty relating to others and to his environment. In a well balanced educational system, the total being is stressed, so that his potential creative abilities can unfold.

ART MODULE 1. UNDERSTANDING GROWTH AND DEVELOPMENT

PURPOSE

Art is a means for understanding growth. Each drawing a child makes reflects his/her feelings, intellect, physical development, perception, creativity, aesthetic tastes and social development. Changes in the child's growth and development are also seen and in order for teachers to understand and better evaluate these changes the different components of growth need to be understood.

OBJECTIVES

Upon completion of this module the CDA student will be able to:

1. Describe the changes that take place in art expression and be able to trace the development of the representation of a single object in three through six year old children.

2. Identify which types of art experiences appeal to individual children more favorably.

3. Identify the changes that take place in a child's drawing of the human form as he/she grows and develops.

PRETEST

Same as Posttest

LEARNING ACTIVITIES

1. Observe the changes that take place in art expression by collecting drawings from children from ages three (3) through six (6). Trace the development of the representation of a single object, e.g. tree, over a four year span. Record the changes that take place and the manner in which these changes occur.

2. Plan and teach an art lesson to a group of five year old children emphasizing the environment. Plan and teach an art lesson to these same five year old children emphasizing the imagination. Turn in examples of these activities with your impressions of how each type of activity was responded to by the group; individuals.

3. Plan an art lesson which includes drawing people; carry it out with a group of three year olds, four year olds, five year olds, and six year olds. Use the same medium of expression (materials) for each group.

INTERFACE WITH BILINGUAL-BICULTURAL CDA COMPETENCY TRAINING

Confer with Field Supervisor and your Insuructor.

EVALUATION

Submit items called for in the activities to the course instructor.

POSTTEST

Describe the changes which take place in art expression and trace the development of this expression with a child aged three through six.

SELECTED RESOURCES

Brittain, W. Lambert. Some exploratory studies of the Art of Preschool Children. STUDIES IN ART EDUCATION, 1969. 9 (2), 31.

Lowenfeld, Viktor, and Brittain, W. Lambert. Creative and Mental Growth. Macmillan Publishing Company, Inc. 1977. pp. 31-57.

Handouts - "Growth Characteristics"
Lesson Plan Format

Additional resources listed in the resources above and Educational Index.

ART MODULE 2. THE DEVELOPMENT OF CREATIVITY

PURPOSE

The development of creativity offers the human race a change from what is or has been to what can or might be. It allows for something new to be discovered. Creativity offers us the opportunity to see things differently, to come up with new ideas, to construct and to produce. It is basically a contribution from an individual.

OBJECTIVES

Upon completion of this module the CDA student will be able to:

1. Make suggestions as to what specific things contribute to the development of creative thought.

2. Identify learners which you would consider creative and give reasons for your choices.

3. Describe the difference in attitude, interest and learning after presenting lessons which represent creative and non-creative examples.

4. Discuss the role of art in stimulating DIVERGENT thinking in learners.

PRETEST

Same as Posttest

LEARNING ACTIVITIES

1. List some suggestions for encouraging creative thinking in your day care center. Be specific in telling how this could be accomplished through art in math, science and language activities.

2. Observe a classroom of learners. Choose three (3) and tell why you think they are creative. What do they do to cause you to think they are creative?

3. Plan and teach a lesson where you (the teacher) cut out etc. and prepare for all the learners to do the same thing, e.g. all make a turkey like the example you show. Plan the same lesson only you provide a variety of materials and the learners create their own, e.g. turkey. Describe the differences in process and products, attitudes, interest, and learning.

4. In a two page typed report describe how art can stimulate divergent thinking.

INTERFACE WITH BILINGUAL-BICULTURAL CDA COMPETENCY TRAINING

Confer with Field Supervisor and your Instructor.

EVALUATION

Submit items called for in the activities to the course instructor.

POSTTEST

What specific things contribute to the development of creative thought?

SELECTED RESOURCES

Burkhart, R. C. "The Relationship of Intelligence to Art Ability." Explorations in Creativity. New York: Harper and Row, 1967. pp. 246-258.

Lowenfeld, Viktor, and Brittain, W. Lambert. Creative and Mental Growth. Macmillan Publishing Company, Inc. 1977. pp. 61-83.

Additional resources listed in the resources above and Educational Index.

ART MODULE 3. THE SCRIBBLING STAGE - SELF-EXPRESSION (2-4 YEARS)

PURPOSE

This module will help you realize that the first few years of life are probably the most important to a child's development. These first years help the child become aware of himself as he establishes learning patterns and attitudes which will affect his entire life. Art can serve as a bridge between the child and his environment.

OBJECTIVES

1. Identify activities which contribute to self-expression.

2. Identify various acts of expression and classify and compare these according to the stage of scribbling development.

3. Observe children working in a variety of mediums and compare their development in these mediums with their scribbling stage development.

PRETEST

Same as Posttest

LEARNING ACTIVITIES

1. Participate in the "CHALK-A-WALK" activity as scheduled.

2. List at least ten (10) art activities which contribute to self-expression.

3. Collect examples of art work done by a pre-school group of learners. Try to classify their scribbles according to disordered, controlled, or naming scribbling stage. Compare the drawings for use of space, control of line, boldness or timidity of motion. Include these samples with your completed work.

4. Work with a small group of learners in clay. See if these children make forms and give their forms names. How does this relate to the scribbles of these same children? Include scribbling drawings of the children along with your written observations.

INTERFACE WITH BILINGUAL-BICULTURAL CDA COMPETENCY TRAINING

Confer with Field Supervisor and your Instructor.

EVALUATION

Submit items called for in the activities to the course instructor.

POSTTEST

Identify the stages of scribbling development and describe these stages.

SELECTED RESOURCES

Lowenfeld, Viktor, and Brittain, W. Lambert. Creative and Mental Growth. Macmillan Publishing Company, Inc. 1977. pp. 123-151.

Wachowiak, Frank, Emphasis Art. Thomas Y. Crowell Company, New York, 1977. pp. 23-43.

Additional resources listed in resources above and Educational Index.

ART MODULE 4. THE PRESCHEMATIC STAGE (4-7 YEARS)

PURPOSE

This module will enable you to see the importance of the preschematic stage of development and its relation to the growth and development of the child. Now the child is consciously creating objects with form that have significance to the world around him. These concrete things the child draws give the adult a clue as to what the child is thinking and what is important to the child.

OBJECTIVES

Upon completion of this module the CDA student will be able to:

1. Identify a variety of materials used for art activities and decide how each is valuable for the development of the child.

2. Rank such materials according to their importance by both the child and the teacher.

3. Identify the relationship between the verbal and graphic expression of children.

PRETEST

Same as Posttest

LEARNING ACTIVITIES

1. Compare a list of the various art materials used in several different day care centers. Rank them in order of importance by the child; by the teacher. Are there any materials used that cannot be justified as being of value for development? Explain. How do the teachers' choices of materials differ from the child's? How are they alike?

2. Observe a child who is making his first representational symbols. Keep a verbatim record of his comments for several different 15 minute periods. What relationship is there between his verbal and graphic expression?

INTERFACE WITH BILINGUAL-BICULTURAL CDA COMPETENCY TRAINING

Confer with Field Supervisor and your Instructor.

EVALUATION

Submit items called for in the activities to the course instructor.

POSTTEST

What is meant by the "pre-schematic stage"?

Identify a variety of art materials and explain how each is valuable for the child at the preschematic stage.

SELECTED RESOURCES

Kellog, R. Analyzing Children's Art. Palo Alto, Calif. National Press Books, 1969.

Lowenfeld, Viktor, and Brittain, W. Lambert. Creative and Mental Growth. Macmillan Publishing Company, Inc., 1977. pp. 155-182.

Additional resources listed in resources above and Educational Index.

ART MODULE 5. HERITAGE ART

PURPOSE

The teacher working with the Mexican-American, Indian-American, European-American, Afro-American, Oriental-American or Latin-American students should have a basic understanding and appreciation of the diversity and richness of the child's cultural background. People in different parts of the world develop their own unique culture. These cultures are what give our civilization its color and are transmitted from generation to generation. This transmission may be one of degree and in our mobile civilization may be assimilated altogether into a greater society and lose its identity. Art activities may direct a child to gain appreciations of his/her cultural background by allowing the child to experiment with mediums of art indigenous to his ancestral country.

OBJECTIVES

Upon completion of this module the pre-service teacher will be able to:

1. Identify art forms from various cultures and draw conclusions about the societies from which these art forms come.

2. Identify mediums of art which portray four (4) cultural styles of art.

PRETEST

Same as Posttest

LEARNING ACTIVITIES

1. Ask a group of learners what types of pictures hang on their walls at home. Have these same learners describe for you these pictures in terms of subject, color and medium of expression.

2. Collect examples of texture and pattern as seen in nature. Design a display of such natural patterns, capturing some of the feeling for pattern in the display itself. Discuss with a group of learners why texture plays an important part in the art of a society.

3. Visit various art museums in Austin and talk with the directors about their exhibits of cultural art and artifacts. Record your impressions for what you see in terms of use of color, space, and mediums for at least four (4) different cultures.

4. Work with a group of learners on an art activity which encompasses the impressions you have gained from observing a particular cultural art rendition. Turn in examples of this activity with complete lesson plans.

INTERFACE WITH BILINGUAL-BICULTURAL CDA COMPETENCY TRAINING

Confer with Field Supervisor and your Instructor.

EVALUATION

Submit items called for in the activities to the course instructor and schedule your final evaluation conference to be held during the final two weeks of the semester.

POSTTEST

Identify mediums of art which portray the Spanish/American, Middle East, Black, European, Oriental, Indian styles of art.

List five activities which you feel would contribute to the learner's knowledge and appreciation of his heritage through art.

SELECTED RESOURCES

SPANISH ART

A History of Mexican Mural Painting by Rodriguez
Mexican Art and the Academy of San Carlos, 1785-1915 by Jean Charlot
Mexican Folk Art
The Mexican Muralist by Alma M. Reed
Painted Walls of Mexico from Prehistoric Times Until Today by Emily Edwards
The Popular Arts of Mexico by K. Toneyamo
Prehispanic Mexican Art
Goya by Bernard L. Meyers

AMERICAN INDIAN ART

Indian Art in America by Frederick J. Dockstader
Introduction to American Indian Art
American Indian Art by Norma Feder

AFRO-AMERICAN ART

American Negro Art by Cedric Dover
Black Artists on Art by Samella S. Lewis
Harlem Renaissance by Nathan Irvin Huggins
Two Centuries of Black American Art by David C. Driskell

ORIENTAL ART

The Art and Architecture of the Ancient Orient by Henri Frankfort
Chinese Art
The Sacred Oasis by Irene Vincent
History of Far Eastern Art by Sherman E. Lee
The Flight of the Dragon by Lawrence Benyon
Handbook of Japanese Art by Noritake Isuda

EUROPEAN ART

Art in the 19th Century by Werner Hofmann
Seventeenth Century Art in Italy, France and Spain

LATIN AMERICAN ART

Baroque ad rococo in Latin America by Pal Keleman
Seven Treasure Cities of Latin America by Bertha Kitchell Whyte
A Guide to Mexican Art by Justino Fernandez

MIDDLE EASTERN ART

Turkish Art and Architecture by Oktay Aslanapa
Tutankhamun, His Tomb and Treasures by Iorwerth E. S. Edwards
Islamic Art and Architecture

Egyptian Art
The Arts and Crafts of Ancient Egypt by Sir William Matthew Flinders Petrie
Masterpieces of Persian Art by Arthur U. Pope
Constantinaple from Byzantium to Istanbul by David Talbot Rice
The Art of Egypt: The Time of the Pharaohs by Irmgard Woldering

Additional sources may be found in:

Encyclopedia of World Art
Enclyclopedia Judaica
Readers Guide to Periodical Literature

NOTES

ART MODULE 6. INSTRUCTING THE CDA TRAINEE

PURPOSE

The accumulation of knowledge is of little importance unless that knowledge is skillfully analyzed, applied and eventually evaluated. The CDA Counselor has spent a significant amount of time striving for a knowledge base with which to begin the task of instructing CDA trainees. From this knowledge base the hope is that unique programs will be planned and taught by competent trained personnel.

OBJECTIVES

Upon completion of this module the CDA student will be able to:

1. Make specific learning assignments to CDA trainees.

2. Evaluate the effectiveness of instruction upon CDA trainees.

LEARNING ACTIVITIES

1. Using the CDA modules as resources for planning your own Early Childhood programs, make specific assignments to your trainees under each of the categories with which we have dealt.

2. Evaluate the effectiveness of trainee instruction upon learners by submitting trainee progress reports.

INTERFACE WITH BILINGUAL-BICULTURAL CDA COMPETENCY TRAINING

Confer with Field Supervisor and your Instructor.

EVALUATION

Submit items called for in the activities to course instructor.

SELECTED RESOURCES

CDA modules for ART.

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MODULE 1. PICTURE BOOKS, ILLUSTRATIONS AND AUTHORS CHILDREN'S LITERATURE

PURPOSE

CDA participant will identify need for the use of criteria for the selection of good children's books for pre-school children.

OBJECTIVES

Upon the completion of this seminar CDA participants will be able to:

1. Apply the criteria for study text and illustrations in picture books for pre-school children.

2. Write or discuss a rationale for the incorporation of Spanish/English Children's Literature in the Pre-School Curriculum.

3. Aid the trainee in selecting an appropriate book for story reading.

PRETEST

See Attachment.

LEARNING ACTIVITIES

1. Discuss importance of children's literature in relation to language and culture development.

2. Present criteria for the appropriate selection of story text in children's books.

3. View 2 filmstrips and slide presentation for the appropriate selection of illustrations.

EVALUATION

CDA participant will:

1. Select at least 1 book according to the criteria discussed in class and to bring his/her book to class for demonstration.

2. Compile an annotated bibliography with their trainee of at least 10 books that would be considered good children's reading for use in a library.

POSTTEST

See Attachment.

SELECTED RESOURCES

Arbuthnot, May Hill. Children and Books, Fourth Ed. Glenview: Scott Foresman and Company. 1972.

Barten, Helen, Abelard Schuman. A Picture Has Special Look* Weston: Weston Woods Media. *(Filmstrip/cassette)

Butler, Fancelia. Sharing Literature with Children. New York: David McKay Company, Inc. 1977.

Huck, Charlott S. Children's Literature in the Elementary School. Dallas: Holt, Rinehart and Winston. 1976.

Kellog, Steve. How A Picture Book Is Made* Weston: Weston Wood Media. *(Filmstrip/cassette)

__________. Ring a Ring O' Roses. Flint: Flint, Michigan Public Library. 1971.

Smith, Lillian. The Unreluctant Years. New York: Viking Press. 1972.

NOTES

MODULE 2. CHILDREN'S CHANTS AND GAMES

PURPOSE

CDA participants will identify the variety of Spanish oral literature for pre-school children.

OBJECTIVES

Upon completion of this seminar CDA participants will be able to:

1. Identify the five areas of oral literature and summarize the purpose these areas serve in the pre-school curriculum.
2. Provide trainees with good examples of oral literature which will be culturally relevant for the pre-school child.
3. Guide trainees in creating a sizeable collection of oral literature.
4. Train trainees to combine simple dramatizations with oral literature.

PRETEST

See Attachment.

LEARNING ACTIVITIES

1. Define the five areas of oral literature and describe qualities of each from lecture notes.

2. Review resources in Curriculum Library.

3. View 1 16mm film Children's Chants and Games available from Education Service Center Region 13 Austin, Texas.

View 1 video tape A Quiet Evening with Mother Goose

4. Participate in the recitation of oral literature and games.

5. Attend lecture given by: Dr. Frank Longoria, Professor of Spanish, University of Texas at Arlington, Arlington, Texas.

EVALUATION

CDA participants will:

1. Select 1 of the 5 areas and compile a sizeable collection of oral literature samples.

2. Devise a plan of instruction for a trainee on motivating preschool children with oral literature.

POSTTEST

See Attachment.

SELECTED RESOURCES

__________. Antología de la poesía Infantil. Mexico: Editorial Pax-Mexico. 1967.

Antonio Robles. Rompetacones y 100 Cuentos Más - Nueva Biblioteca Pedagógica. Mexico: Ediciones Oasis. 1968.

Basurto, Carmen. La Fiesta de las Madres-Homenaje del 100 de Mayo. Mexico: Editorial Avante S. de R. L. 1975.

De la Vega, Blanca. *Antología de la Poesía Infantil*. Buenos Aires: Editorial Kapelusz.

_________. *El Mundo de los Niños - Child Craft*. Field Enterprises Educational Corporation, Salvat Editores. 1972.

_________. *Poemas Pe-que, Pe-que Pe-que-ñitos*. San Francisco: El Dorado Distributing Company. Colección Mini-Libros.

_________. *Poesía Pequeña, Antología*. Lima: Editorial Arica. 1972.

Recio, Rita. *Poemas Para Vosotros*. Barcelona: Editorial Juventud. 1974.

_________ Rimas Tontas. San Francisco: El Dorado Distributing Company, Collección Mini-Libros.

Talbot, Toby. *Coplas - Folkpoems in Spanish and English*. 10 New York: Four Winds Press, 1972.

Verdeja, C. Juegos para Todos - Biblioteca Hispania Ilustrada. Barcelona: Editorial Ramon Sopena, S. A.

Villasante, Carmen Bravo. *Antología de la Literatura Infantil en Lengua Española* I y II. Madrid: Doncel. 1970.

Villasante, Carmen Bravo. *Antología de la Literatura Infantil*. Universal I y II. Madrid: Doncel. 1970.

Villasante, Carmen Bravo. *Historia y antología de la Literatura Infantil Iberoamericana*. I y II. Madrid: Doncel. 1970.

NOTES

MODULE 3. USING LITERATURE WITH YOUNG CHILDREN

PURPOSE

CDA participants will identify imaginative ways for using literature with pre-school children.

OBJECTIVES

Upon completion of this seminar CDA participants will:

1. Identify four principle ways literature can be used with pre-school children.

2. Select two of the four principle ways literature is used with children and implement them on the job site.

3. Aid the trainee in the selection of two of the four ways, and guide the trainee in the implementation of his/her selection on the job site.

PRETEST

See Attachment.

LEARNING ACTIVITIES

1. Opening slide presentation on "Children, Fantasy and Literature."

2. Lecture/Transparency Seminar on "Principle Ways Literature is Used with Pre-school Children."

3. Brief participation on each of the principle ways literature is implemented with children.

4. Demonstration of Spanish puppet shows adapted from folktales.

5. Guest speaker: Nancy Renfro
   Austin, Texas

   Ms. Renfro will bring some of her simple to make paper puppets that can be utilized in any situation.

6. View videotape entitled Really Rosie - Maurice Sendak (30 minutes)

EVALUATION

CDA participants will:

1. Select 2 of the 4 ways literature can be used with children and will implement these on the job site.

2. Assist and guide the trainee in selecting and implementing 2 of the 4 ways for using literature with the children on the job site.

3. Provide trainee with feedback on his/her performance of the above (#2).

POSTTEST

See Attachment.

SELECTED RESOURCES

Arbuthnot, May Hill and Zena Sutherland. Children and Books. Dallas: Scott Foresman and Company 1977.

Bettelheim, Bruno. The Uses of Enchantment. New York: Alfred A. Knopf 1976.

Chambers, Dewey W. Storytelling and Creative Drama. Dubuque: William C. Brown Publishers, 1974.

Coody, Betty. Using Literature with Young Children. Dubuque: William C. Brown Publishers, 1973.

Fraiberg, Selma H. The Magic Years. New York: Charles Scribner's Sons, 1959.

Larrick, Nancy. A Parent's Guide to Children's Reading. Garden City: Doubleday and Company Inc., 1975.

Lipemann, Lise. Your Child's Sensory World. Baltimore: Penguin Books, Inc., 1974.

Maynard, Fredelle, Ph.D. Guiding Your Child to a More Creative Life. Garden City: Doubleday and Company, Inc., 1973.

Paludan, Liz. Playing with Puppets. London: William Clowes & Sons, 1974.

Tough, Joan. Talking, Thinking, Growing Language with the Younger Child. New York: Schocken, 1973.

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NOTES

ATTACHMENT

CHILDREN'S LITERATURE

PRETEST

1. Do you remember being read to as a child? ______Yes ______No

2. Did you have a favorite storyteller as a child? ______Yes ______No

   If yes, who?

3. How do you feel about including children's literature as part of the implementation of early childhood curriculum. ______________

   a) It should be included daily
   b) It should be used for supplementing a unit, etc.
   c) It does not matter if it is included
   d) It would be more appropriate for the librarian to deal with the implementation

4. In selecting a book for a young child the main consideration should center around the story line.

   Yes______ No______

5. React to the statement:

   "Children will be adults who are expected to deal with serious conflicts in their lives. Therefore, they should be given literature that will help them cope with life, instead of fantasy reading which sugar-coats reality."

6. If you were given the job of promoting children's books in your school, how would you carry out the project?

7. What types of books do you read?

8. What children's books have you read recently?

Give number and some titles.

9. How would you incorporate the Mexican culture in children's literature?

10. Why do you feel children's literature should be incorporated in the preschool educational curriculum?

11. Did you have a favorite game as a child?

Yes______ No______

If yes, please describe how it was played below.

CHILDREN'S LITERATURE

POSTTEST

1. List four ways you could encourage the appreciation of books for young children.

    a.

    b.

    c.

    d.

2. List 3 resource texts that you feel will be helpful in locating Spanish folklore material and which you would include in your library.

    1.

    2.

    3.

3. Give a rationale for the incorporation of Children's Literature for pre-school children. Include at least 4 points in your discussion.

ATTACHMENT

INTERFACE

The CDA Training Counselor should be able to demonstrate his or her competency by attaining "Highly Competent" or "Competent" in at least 80 percent of the following behaviors:

CULTURE

The Bilingual-Bicultural CDA Training Counselor should be competent in:

1. Understanding the cultural characteristics of the teachers, children and community with whom she is working.
2. Identifying and explaining cultural characteristics of children to the trainees.
3. Recognizing and accepting child-rearing practices unique to that community and relating these to the training program.
4. Recognizing learning styles and familiar socializations patterns of Spanish-speaking children and using these as a basis for planning the training program.
5. Training bilingual-bicultural trainees to incorporate the culture of the children they teach into the daily curriculum.
6. Training bilingual-bicultural trainees to recognize both the similarities and differences between cultures and both the potential conflicts and opportunities they may create for children.

It is the responsibility of the student trainer to confer with his instructor and field supervisor concerning attainment and demonstration of each behavior objective given above. The user will not be able to identify every single competency specified in the curriculum component. However, it will be the individual responsibility of the student training counselor to understand and to demonstrate the competencies and of the field supervisor to document performance of these, within the total context of academic and field work.

ATTACHMENT

CULTURE

The Bilingual-Bicultural CDA Training Counselor should be competent in:	1	2	3	4
1. Understanding the cultural characteristics of the teachers, children and community with whom she is working.	___	___	___	___
2. Identifying and explaining cultural characteristics of children to the trainees.	___	___	___	___
3. Recognizing and accepting child-rearing practices unique to that community and relating these to the training program.	___	___	___	___
4. Recognizing learning styles and familiar socializations patterns of Spanish-speaking children and using these as a basis for planning the training program.	___	___	___	___
5. Training bilingual-bicultural trainees to incorporate the culture of the children they teach into the daily curriculum.	___	___	___	___
6. Training bilingual-bicultural trainees to recognize both the similarities and differences between cultures and both the potential conflicts and opportunities they may create for children.	___	___	___	___

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*1 = Highly Competent--Successfully plans and carries out higly effective activities for a CDA trainee, with continual self-evaluation of program effectiveness.

2 = Competent-- Plans and carries out effective activities for a CDA trainee, with supervisory evaluation initiating program improvement.

3 = Needs Improvement--Requires training and/or experience to be independently responsible.

4 = Unknown--Assessment impossible: Conditions prevented desired performance, time inadequate to determine level, other hindrances, e.g., language, personal differences.

PREFACE - THE LEADERSHIP COMPONENT

The leadership component focuses upon two aspects of leadership skills: (1) those skills which must be mastered for effective leadership in any educational setting, and (2) those skills which are essential for educational leadership in a bilingual-bicultural setting. From one point of view, every component in the program, whether it be professional language development in Spanish or the development of techniques for assessment, or the development of an understanding of the socio-politico-cultural forces that dominate a specific locale contributes to the development of skills needed for effective leadership in a bilingual-bicultural setting. Within the leadership component proper, we have incorporated three modules which should supply the participant with some basic understandings about the nature of bilingual education, its philosophy and its history, understandings which are necessary for the formulation of a rationale for bilingual education. Without a clear understanding of the why's and the how's of bilingual education, the potential educational leader is not prepared to support or to defend his position to the public or to those who are working with him in an educational setting.

EDITOR'S NOTE

Federal guidelines for the program require that we train bilingual-bicultural CDA trainers who demonstrate the ability to provide leadership in improving the education of Spanish-speaking preschool children.

This section attempts to address this requirement.

MODULE 1. LEADERSHIP: SUPERVISION, EVALUATION AND ASSESSMENT IN EARLY CHILDHOOD EDUCATION

PURPOSE

In today's society most people must live much of their lives as a part of a group. Each group must have leaders even though a leader may make or break the group. The leader's attitude and behavior influences the group's performance as well as their attitudes and expectations about the outcome of their assignments.

The purpose of this module is to delineate the role of the effective leader into a model usable by a CDA counselor trainer for working with CDA candidates, consortium, and community advisors.

OBJECTIVES

After completion of the module, the CDA counselor trainer will be able to:

1. Explain the concept of leadership in a clear, concise fashion.

2. Demonstrate a knowledge concerning traditional approaches to the study of leadership (Model I & II - Chris Argyris).

3. Develop a clear concept of the maintenance function of leadership.

4. Develop a clear concept of the task function of leadership.

5. Indicate a knowledge of the No-Lose Method of Leadership through group work during a leadership simulation exercise.

6. Demonstrate the communication and interpersonal skills necessary for effective leadership during a simulation of leadership.

7. Analyze and recomend leadership methodology for handling specific conflict areas which have actually occurred in assignment as a teacher in an Early Childhood Center.

PRETEST

See attachments

LEARNING ACTIVITIES

Each student will complete the following activities:

1. Write a definition of leadership.

2. Complete a pre-test.

3. Listen to and observe the slide tapes in the Skills for Living Laboratory.

4. Interact with the author of the module about the educational theory of leadership he espouses.

5. Participate in an active listening exercise with peers.

6. Observe during the next month in his/her home day-care assignments events that have occurred that require leadership for mediation. A written narrative of the events will be handed in at the start of the third session.

7. Participate in a simulation of leadership as a member of a group making recommendations for mediation procedures to solve selected problem/case studies.

8. Do a self analysis on his/her effectiveness as a leader based upon the basic skills covered in the module.

INTERFACE WITH BILINGUAL-BICULTURAL CDA COMPETENCY TRAINING:

Confer with Field Supervisor and your Instructor.

EVALUATION

See your Instructor.

POSTTEST

See your Instructor.

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ATTACHMENT

(SUPERVISORY, COMMUNICATION AND INTERPERSONAL SKILLS)

LEADERSHIP PRE-TEST

Directions: Please rank each of the following questions according to what you feel a leader/supervisor should do. Then write in on the last column how you would rank yourself against the question listing either always, usually or never.

	ALWAYS	USUALLY	NEVER	PERSONAL BEHAVIOR
1. Lets his constituents know when he needs help?				
2. Relies on the judgment of all members of his staff?				
3. Respects the opinions of all constituents?				
4. Backs subordinates in their professional decisions?				
5. "Demands" loyalty?				
6. Succeeds in getting each member of the group to feel a responsibility to the success of the program?				
7. Makes each staff member feel his job is important?				
8. Gives praise frequently?				
9. Emphasizes the good aspects of subordinates' work?				
10. Knows the special work people under his supervision are doing?				
11. Gives adequate publicity to the work being done by subordinates?				
12. Makes all members of the staff feel they belong?				
13. Shows likes and dislikes to members of the staff/group?				

ATTACHMENT

	ALWAYS	USUALLY	NEVER	PERSONAL BEHAVIOR
14. Lets people know he has confidence in them?				
15. Uses "we" instead of "I"?				
16. Admits mistakes in judgment when results indicate he has been wrong?				
17. Allows his feelings to be hurt?				
18. Is always accessible to subordinates?				
19. Keeps people waiting?				
20. Takes tactless suggestions without becoming angry?				
21. Has an adequate system for making sure of engagements and keeping promises?				
22. Does subordinate come to him for advice on personal matters?				
23. Provides an orientation program for new staff members?				
24. Promotes improved working conditions for the staff?				
25. Gives teachers a real part in the evaluation of the program?				
TOTALS				

ATTACHMENT

SIMULATION of LEADERSHIP THROUGH COMMUNICATION AND INTERPERSONAL SKILLS

Introduction

During the previous class sessions you have analyzed the basic theories and skills necessary to be an effective leader. The remaining class sessions will provide you with both an individual as well as a group role in applying the knowledge you have gained.

Procedure

The procedure that will be followed in the simulation will encompass an "In-Basket" - "Out-Basket" type of activity. Each student will observe during the next month in their home day-care assignments events that have occurred that require leadership for mediation. The student will describe the event in a narrative form and place it in the "In-Basket" upon arriving at class.

The class will be divided into four groups and each group will take one of the event narratives from the "In-Basket" and prescribe leadership procedures they would recommend for mediation of the situation. After each group has placed their mediation recommendations in the "Out-Basket", new groups will be formed for selection of a new event to analyze.

After each student has participated as a member of three leadership groups, each group will take their mediation procedure recommendations from the "Out-Basket" and review them with the total class. Following analytical discussion, the original writer of the mediation narrative will inform the group how the event was handled in their home child-care center. A comparison of the real event procedures will be made with the leadership group's recommendations for mediation.

At the conclusion of the simulation, the student will write a self-analysis, indicating whether he/she experienced leadership growth during the experience.

KEY TO PRE-TEST

DO I LET THE STAFF KNOW I NEED HELP?

It is not easy for the teacher to take the first step and offer to help an official leader. Too many have been "put in their place" by a supervisor who not only lets the teacher know that his ideas were impertinent but, at the time of the next rating, penalizes the teacher with ideas.

The supervisor must take the first step by letting teachers know at the first possible occasion that he wants their help and that the program cannot be successful without it; and he must continue to remind them of it.

DO I RELY ON THE JUDGMENT OF ALL THE MEMBERS OF MY STAFF?

One of the surest ways for a supervisor to cut himself off from the thinking and help of a large proportion of his staff is to rely too much on the judgment of a few members. When a "kitchen cabinet" is formed, those left out of the inner circle lose interest. When a person is not represented in the inner circles where decisions that affect his welfare are made, he becomes distrustful of the leader and those in positions of power.

DO I RESPECT THE OPINION OF ALL TEACHERS?

Does the supervisor turn away from some of his teachers with the thought, "That is what you can expect from an old moss-back?" Has he refused a young teacher's request to try something new with the comment, "Experience will teach you that it will not work." Does he listen to teachers from his own teacher training institution with more attention than he gives his other teachers? Does he weigh a department head's opinion more heavily than a classroom teacher's with equal experience and training? Does he listen to the opinion of others and then proceed to act as he would have acted before?

Respect does not stop with listening. It involves weighing the evidence presented and acting in terms of data without reference to the special status of the person speaking.

DO I BACK MY STAFF IN THEIR PROFESSIONAL DECISIONS?

If members of a staff are fearful of being left out on a limb, they cannot be expected to use their intelligence and energy to improve the educational program of the school. Failure to help a person who has made a mistake in judgment to work out a solution is ample reason for the entire staff to begin to distrust the leadership provided by the supervisor.

DO I "DEMAND" LOYALTY?

Loyalty is achieved, not demanded. But it is easy to expect members of the staff to accept the supervisor's decision because of his position, or to feel irked when a teacher disagrees with a policy, or to resent criticism of a step taken. It is hard to accept the idea that the loyalty a staff member owes is to the total staff and the ideals espoused by the group.

DO I SUCCEED IN GETTING EACH MEMBER OF THE STAFF TO FEEL A RESPONSIBILITY FOR THE SUCCESS OF THE PROGRAM?

This criterion is the true test of the democratic working of a staff. If a staff member has a part that he accepts in planning purposes and procedures, he will feel responsibility. If all staff members do not feel responsibility, the supervisor should recognize the danger signal and re-examine his techniques for getting all into the planning.

DO I MAKE EACH STAFF MEMBER FEEL HIS JOB IS IMPORTANT?

No slighting remarks can be made about the work of any staff member, teacher, janitor, clerk, cafeteria worker, or pupil if full activity is to result. At every opportunity the supervisor should make clear the importance of the contribution of each person.

DO I GIVE PRAISE FREQUENTLY?

A word of praise pays dividends out of all proportion to the effort involved.

At the conclusion of two-day conferences into which a staff member had poured many anxious extra hours of planning and work, a department head walked away without a word of thanks or commendation. Even though the meeting had not lived up to the expectations of the department head, he could have found one session or one phase of the work to praise. Instead, he built up rage, frustration, and a resolve in the heart of the department member not to accept more than a minimum of responsibility in the future.

DO I EMPHASIZE THE GOOD ASPECTS OF A TEACHER'S WORK?

Negative criticism exerts a chilling influence. Emphasizing the strong points of a teacher's work promotes a phase of his teaching to the place where the weaknesses become unimportant. Telling the teacher that the floor is cluttered, that the shades are uneven, that the desk is untidy, or that her explanation is unclear doesn't improve the process. Stressing the high quality of pupil planning, the warm understanding that the teacher shows for an insecure girl, or the attractiveness of the displays will lead to even greater effort in these respects.

DO I KNOW OF THE SPECIAL WORK PEOPLE UNDER MY SUPERVISION ARE DOING?

Seeking out and being fully informed of special work a person is doing is an effective form of encouragement of new activities. Such recognition gives satisfaction and enables the supervisor to insure his own growth.

DO I GIVE ADEQUATE PUBLICITY TO THE WORK BEING DONE BY THE TEACHERS ON THE STAFF?

How many articles about staff members have appeared in local newspapers? How many teachers have been recommended to appear on the programs of educational conferences? How many have appeared before adult groups in the community? Good relationships are strengthened when a staff feels that the supervisor wants its members to succeed.

DO I MAKE ALL MEMBERS OF THE STAFF FEEL THEY BELONG?

Does the supervisor always disagree with certain members of the staff? Are there any members who have never been on a committee working for the good of the total group? Feelings of belonging are made up of many little things. A smile of welcome. Attention to remarks. Opportunity to be a part of a committee important to the total group. Belonging involves a feeling that worth is recognized and utilized.

DO I SHOW LIKES AND DISLIKES FOR THE MEMBERS OF THE STAFF?

Does the supervisor avoid certain members of the staff? Does he spend most of his time with the young, vivacious members of the staff? Does the question of age, position, sex, race, or religion enter into his decisions in scheduling, assignments, or promotions? If so, he can be sure that all members of the staff do not feel they belong to the same group.

DO I LET PEOPLE KNOW I HAVE CONFIDENCE IN THEM?

Security is a basic factor in creative activity. Teacher security comes from knowing that the supervisor believes in the individual staff member and in his ability to carry out projects undertaken. Too frequently supervisors assume that the other person knows and appreciates his worth. Expressions of confidence are means of releasing human potential that must not be overlooked.

DO I USE "WE" INSTEAD OF "I"?

One of the best indices to character is the choice of pronouns. If a person uses "I", he creates a situation that causes others to suspect him of conceit and to react negatively to his suggestions. When a supervisor says "my program," he frees other members of the staff from any responsibility for its success. Such expressions as "my school," "my staff," "I want," "I provided" should be quickly eliminated from the speech of a supervisor who wants cooperation.

DO I ALWAYS TRY TO MAKE THE OTHER PERSON THINK I AM IMPORTANT?

Importance is not something that has to be proved. It emerges from the working situation. Supervisors cannot make themselves important to others by claiming importance. Supervisors become important to teachers on the basis of help given.

DO I ADMIT A MISTAKE IN JUDGMENT WHEN RESULTS SHOW I HAVE BEEN WRONG?

Mistakes cannot be covered by persons in positions of leadership. Admitting mistakes does not lessen their prestige. Rather, it puts them on a basis where others can work with them without fear that the supervisor will try to cover a mistake by blaming them.

DO I ALLOW MY FEELINGS TO BE HURT?

A supervisor must have great understanding, and must be slow to anger. He must be more concerned with the feelings back of a remark or an action than with the overt manifestation. He has been made supervisor because of his greater capacity for analysis, self-control, and guidance. A person easily hurt is an insecure person, concerned more with what others think about him than by the desire to assist others to improve.

AM I ALWAYS ACCESSIBLE TO THE STAFF?

If a supervisor feels it is more important for him to spend his time with other supervisors, with top administration, or with his professional journals, his staff will soon begin to feel the same way. When the staff starts saying in a joking manner, "It is harder to get an audience with you than it is with the Pope," the danger signals are flying.

DO I KEEP PEOPLE WAITING?

The man who keeps others waiting implies that he is more important, that his time is more valuable. Good human relations are not built on such a basis. A supervisor must continually ask himself: "Am I punctual in my appointments?" "How many people have had to wait to see me?" "Am I keeping fewer people waiting than I did last month?"

DO I TAKE TACTLESS SUGGESTIONS WITHOUT BECOMING ANGRY?

Accepting a tactful suggestion is easy. But as much help may come from a tactless suggestion if the supervisor is man enough to take it. Being able to take and utilize brutally frank suggestions is one of the distinguishing marks of a democratic leader.

DO I HAVE AN ADEQUATE SYSTEM FOR MAKING SURE OF ENGAGEMENTS AND KEEPING PROMISES?

Many supervisors have become ineffective because they are not dependable or are not intentionally delinquent. They do not have an efficient secretary or they have never developed a good system of recording appointments and promises. A system is needed by everyone except persons of unusual memory, and even they find it helpful to release their mind for more creative activity than remembering details.

DOES THE STAFF COME TO ME FOR ADVICE ON PERSONAL MATTERS?

The answer to this question is of central importance. If a staff believes in a supervisor as a human being, if they trust his judgment, his advice will be asked on matters other than professional problems. It was once the writer's privilege to be with a colleague who returned to the scene of his previous work. During his time in the city, his hotel room was filled with a constant stream of former staff members asking advice and opinions on all types of personal problems. They had no ulterior motives in these consultations. They asked no favors. But they knew this man was genuinely concerned with them and their problems. His sincerity and wisdom in professional matters had led his former staff to turn to him with confidence and respect in personal affairs. There could be no question of the relationship between this supervisor and the group with which he had worked.

DO I BRING THE TOTAL STAFF INTO THE ESTABLISHMENT OF GOALS?

One of our large eastern cities recently had a committee composed of principals draw up a list of purposes and goals for their school system. It was expected that all teachers would accept the statement prepared by the principals and would plan ways of implementing it with classroom procedures. The leader of the project was quite surprised when the teachers were called together to work on implementation and the spokesman for the teachers said, "But these are not our objectives."

The leader should not have been surprised. He should have known that the only way to get people to accept goals is to have them in on the planning, to sell the goals by showing where the persons who must implement them will profit, or to have an effective fear-producing technique.

DO I SUCCEED IN GETTING ALL TEACHERS TO TAKE AN ACTIVE PART IN FORMULATING SCHOOL POLICY?

The best way of selling a school policy to all the staff is to have them in on the planning. Where planning is done by a portion of the faculty, the remainder will be inclined to work against them.

Does this mean the total staff should be in on all policy-making? It does not. Each staff member should have a part in the policy-formation procedure and should help form the policy that will affect him. An English teacher will have little concern about the working uniforms of physical education teachers. However, most policies that bear on child welfare will have faculty-wide implications.

ATTACHMENT

DO I SEEK ASSISTANCE FROM THE STAFF IN SELECTING NEW STAFF MEMBERS?

A faculty is more than a group of people who work in the same spot. The various members work together and interact upon each other. If the members cannot work harmoniously, the effectiveness of all will be decreased. As a safeguard against difficulties in human adjustments in the staff, the supervisor is wise to have faculty representatives assist in the selection of new staff members.

DO I SECURE ASSISTANCE OF THE STAFF IN MAKING PROMOTIONS?

A supervisor is in a much stronger position in making promotions if his opinion and action are supported by the opinion of the staff. Any supervisor who makes an appointment without consulting the group runs the risk of injuring his own status if his choice fails. Moreover, he increases the difficulties faced by the new appointee, who will receive the brunt of the resentment felt against the undemocratic action of the supervisor.

DO I CONSULT THOSE WHO WILL BE AFFECTED BY AN ACION BEFORE I TAKE IT?

Much of the dissatisfaction with supervision comes from lack of consultation. Pre-action consultation helps avoid mistakes, assures the individual that his opinion counts, suggests new solutions, and removes the possibility of misunderstanding and misinterpretation of the action taken.

DO I ALWAYS GET THE FACTS BEFORE I FORM AN OPINION ABOUT RESPONSIBILITY FOR AN ERROR?

Making snap judgments, not checking facts with all the persons involved, not taking the trouble to investigate -- these are practices that can put a supervisor in an embarrassing and indefensible position. Quick judgments are easy, but their consequences may be hard to overcome.

DO I PROVIDE AN ORIENTATION PROGRAM FOR NEW STAFF MEMBERS?

Industry has found it profitable to orient new employees. The need for giving teachers orientation is even greater, because teacher insecurity affects children. The orientation program is the real time to build good relations by giving the new teacher a sense of welcome, belonging, and a knowledge that the administration has a concern for his feelings and well-being.

DO I PROMOTE IMPROVED WORKING CONDITIONS FOR THE STAFF?

Some supervisors have felt that their responsibility was to the board of education and the taxpayers; they do not realize the harm this basic orientation does to their relationship with the staff. Any principal or supervisor who does not fight openly for conditions that make better working and living conditions possible for his staff will not have their respect and cooperation.

DO I GIVE TEACHERS A REAL PART IN THE EVALUATION OF THE PROGRAM?

At the 1947 meeting of the Association for Supervision and Curriculum Development, a speaker stated that a supervisor should not praise teachers. When pressed, he agreed that praise was desirable but it should be valued just as highly when it comes from a fellow teacher as from a supervisor. He was pleading for recognition of the part of the teacher in evaluation. He knew that teachers may be better informed about a situation and may make more valid judgments than the supervisor can.

INTERFACE

The CDA Training Counselor should be able to demonstrate his or her competency by attaining "Highly Competent" or "Competent" in at least 80 percent of the following behaviors within each of the four essential Skills and Capacities categories:

LEADERSHIP SKILLS AND CAPACITIES

The Bilingual-Bicultural CDA Training Counselor should be competent in:

1. Prioritizing program elements whereby tasks will be accomplished on time with a minimum amount of stress.
2. Organizing and coordinating program personnel as appropriate in order to make maximum use of personnel, time, materials, space and money.
3. Building upon the strengths of a program to develop it into a model program.
4. Working within the system to bring about optimal changes.
5. Finding sources of funding for bilingual-bicultural pre-school programs and working to bring these funds to programs that are in need of additional monies.
6. Speaking to various groups and individuals in order to develop awareness of the need for bilingual preschool education.
7. Selling the need for quality bilingual preschool education to the community.
8. Earning the respect of trainees, colleagues, and parents from the community.

It is the responsibility of the student trainer to confer with his instructor and field supervisor concerning attainment and demonstration of each behavior objective given above. The user will not be able to identify every single competency specified in the curriculum component. However, it will be the individual responsibility of the student training counselor to understand and to demonstrate the competencies and of the field supervisor to document performance of these, within the total context of academic and field work.

ATTACHMENT

LEADERSHIP SKILLS

		1	2	3	4
	The Bilingual-Bicultural CDA Training Counselor should be competent in:				
1.	Prioritizing program elements whereby tasks will be accomplished on time with a minimum amount of stress.	___	___	___	___
2.	Organizing and coordinating program personnel as appropriate in order to make maximum use of personnel, time, materials, space and money.				
3.	Building upon the strengths of a program to develop it into a model program.	___	___	___	___
4.	Working within the system to bring about optimal changes.	___	___	___	___
5.	Finding sources of funding for bilingual-bicultural preschool programs and working to bring these funds to programs that are in need of additional monies.	___	___	___	___
6.	Speaking to various groups and individuals in order to develop awareness of the need for bilingual preschool education.	___	___	___	___
7.	Selling the need for quality bilingual preschool education to the community.	___	___	___	___
8.	Earning the respect of trainees, colleagues, and parents from the community.	___	___	___	___

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*1 = Highly Competent--Successfully plans and carries out highly effective activities for a CDA trainee, with continual self-evaluation of program effectiveness.

2 = Competent--Plans and carries out effective activities for a CDA trainee, with supervisory evaluation initiating program improvement.

3 = Needs Improvement--Requires training and/or experience to be independently responsible.

4 = Unknown--Assessment impossible: Conditions prevented desired performance, time inadequate to determine level, other hindrances, e.g., language, personal differences.

INTERPERSONAL SKILLS AND CAPACITIES

The Bilingual-Bicultural CDA Training Counselor should be competent in:

1. Providing an environment of acceptance in which the trainee can grow and enhance his/her individual strengths.
2. Providing a supportive social/emotional climate for the trainee.
3. Dealing with individual differences in trainee's pace of learning.
4. Valuing trainees.
5. Being aware of various emotional states in adults.
6. Demonstrating patience with trainees.
7. Appearing relaxed with trainees.
8. Interacting freely with trainees, asking questions and making comments.
9. Reinforcing or recognizing trainee when a good suggestion is made or an activity is well done.
10. Demonstrating flexibility with trainees.
11. Promoting autonomy.
12. Demonstrating interest in, and sensitivity to, trainee's needs.
13. Handling interruptions well.
14. Helping trainee handle frustrating situations or failure.
15. Working well with other staff members.
16. Working well with supervisors.
17. Appearing confident as a teacher-trainer.
18. Accepting each person as an individual.
19. Establishing a climate of trust.
20. Establishing behavior expectations and adhering to them.

21. Encouraging creativity by permitting trainee's own expression and valuing trainee's contributions.

22. Taking time to evaluate trainer's work.

23. Recognizing trainee's strengths and weaknesses.

24. Recognizing own strengths and weaknesses.

25. Recognizing trainee's values, feelings and attitudes.

26. Feeling comfortable with his/her superiors.

27. Accepting negative feedback non-defensively.

28. Using praise and positive feedback effectively.

29. Demonstrating a healthy self-concept.

It is the responsibility of the student trainer to confer with his instructor and field supervisor concerning attainment and demonstration of each behavior objective given above. The user will not be able to identify every single competency specified in the curriculum component. However, it will be the individual responsibility of the student training counselor to understand and to demonstrate the competencies and of the field supervisor to document performance of these, within the total context of academic and field work.

ATTACHMENT

INTERPERSONAL SKILLS

The Bilingual-Bicultural CDA Training Counselor should be competent in:

		1	2	3	4
1.	Providing an environment of acceptance in which the trainee can grow and enhance his/her individual strength.				
2.	Providing a supportive social/emotional climate for the trainee.				
3.	Dealing with individual differences in trainee's pace of learning				
4.	Valuing trainees.				
5.	Being aware of various emotional states in adults.				
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16.	Working well with supervisors.				
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		1	2	3	4
18.	Accepting each person as an individual.				
19.	Establishing a climate of trust.				
20.	Establishing behavior expectations and adhering to them.				
21.	Encouraging creativity by permitting trainee's own expression and valuing trainee's contributions.				
22.	Taking time to evaluate trainee's work.				
23.	Recognizing trainee's strengths and weaknesses.				
24.	Recognizing own strengths and weaknesses.				
25.	Recognizing trainee's values, feelings and attitudes.				
26.	Feeling comfortable with his/her superiors.				
27.	Accepting negative feedback non-defensively.				
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COMMUNICATION SKILLS AND CAPACITIES

The Bilingual-Bicultural CDA Training Counselor should be competent in:

1. Providing clear and concise verbal direction to trainees.
2. Listening carefully to trainee's comments, questions and responding appropriately.
3. Communicating own thoughts, feelings, attitudes, values, and commitments clearly.
4. Responding with acceptance statements to trainee to show that both content and feelings have been heard and accepted.
5. Using descriptive feedback effectively.
6. Asking questions that stimulate, direct, and extend thinking.
7. Facilitating communication between trainee, other staff, and trainee's superiors.
8. Allowing trainee to evaluate own performance before making suggestions.
9. Verbalizing effective relationship between classroom experiences and child development principles.
10. Maintaining a tone for feedback discussions which is nonjudgmental.
11. Clarifying, building, and developing ideas suggested by others.

It is the responsibility of the student trainer to confer with his instructor and field supervisor concerning attainment and demonstration of each behavior objective given above. The user will not be able to identify every single competency specified in the curriculum component. However, it will be the individual responsibility of the student training counselor to understand and to demonstrate the competencies and of the field supervisor to document performance of these, within the total context of academic and field work.

ATTACHMENT

COMMUNICATION SKILLS

		1	2	3	4
	The Bilingual-Bicultural CDA Training Counselor should be competent in:				
1.	Providing clear and concise verbal direction to trainees.	___	___	___	___
2.	Listening carefully to trainee's comments questions and responding appropriately.	___	___	___	___
3.	Communicating own thoughts, feelings, attitudes, values, and commitments clearly.	___	___	___	___
4.	Responding with acceptance statements to trainee to show that both content and feelings have been heard and accepted.	___	___	___	___
5.	Using descriptive feedback effectively.	___	___	___	___
6.	Asking questions that stimulate, direct, and extend thinking.	___	___	___	___
7.	Facilitating communication between trainee, other staff, and trainee's superiors.	___	___	___	___
8.	Allowing trainee to evaluate own performance before making suggestions.	___	___	___	___
9.	Verbalizing effective relationships between classroom experiences and child development principles.	___	___	___	___
10.	Maintaining a tone for feedback discussions which is non-judgmental.	___	___	___	___
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PROBLEM-SOLVING SKILLS AND CAPACITIES

The Bilingual-Bicultural CDA Training Counselor should be competent in:

1. Exhibiting skills in handling conflict situations.
2. Respecting trainee's right to disagree.
3. Recognizing trainee's behaviors that need to be altered and designing approaches to attain desired behaviors.
4. Accepting and clarifying in a non-threatening manner a negative attitude or tone expressed by another.
5. Demonstrating the ability to guide conflict situations toward positive resolutions and beneficial changes.
6. Implementing strategies which enable trainee to solve own problems.
7. Identifying cultural bias and developing methods to overcome it.
8. Demonstrating ability to counsel trainees effectively.

It is the responsibility of the student trainer to confer with his instructor and field supervisor concerning attainment and demonstration of each behavioral objective given above. The user will not be able to identify every single competency specified in the curriculum component. However, it will be the individual responsibility of the student training counselor to understand and to demonstrate the competencies and of the field supervisor to document performance of these, within the total context of academic and field work.

PROBLEM-SOLVING SKILLS

The Bilingual-Bicultural CDA Training Counselor should be competent in:

		1	2	3	4
1.	Exhibiting skills in handling conflict situations.				
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MODULE 2. BILINGUAL-BICULTURAL EDUCATION/LEADERSHIP

PURPOSE

Every bilingual educator should be able to formulate his own rationale for bilingual-bicultural education. In order to do this, it is important to be well acquainted with the history, philosophy, and theory of bilingual education and to know how these are reflected in federal and state policies regarding bilingual education.

OBJECTIVES

The student will demonstrate his knowledge and understanding of the History, Philosophy and Theory of Bilingual Education, by being able to:

1. Explain the history of Bilingual Education in the U.S.

2. Describe the laws that form the Legal bases for "Lau Compliance."

3. Identify the Lau Remedies and explain how these affect children in Public Schools.

4. Describe and explain the meaning of the Bilingual Programs implemented in Public Schools (Maintenance vs. Transitional) as a result of LAU.

5. After viewing film "Bilingualism: A Promise for Tomorrow," the students will critique it and evaluate it.

PRETEST

LEARNING ACTIVITIES

1. Call your local school district office and investigate the number of Bilingual Programs in your school district. Determine the type of program (Transitional or Maintenance). Ask also in how many grade levels these programs are implemented.

2. Interview three professionals and get their ideas of what Bilingual Education means to them.

3. Read about, Past History of the Mexican American in Education. Be prepared to discuss this topic at our next session.

4. Implement lesson plans to share the knowledge of history and philosophies of Bilingual Education with your trainee--evaluate this experience--(to be handed in).

INTERFACE WITH BILINGUAL-BICULTURAL CDA COMPETENCY TRAINING

Confer with Field Supervisor and your instructor.

EVALUATION

The student will be able to write a rationale for bilingual-bicultural education of approximately 250 words, incorporating ideas gleaned from readings, interviews, and class discussion.

POSTTEST

SELECTED RESOURCES

Anderson, Theodore and Mildred Boyer. "Pre-school Bilingual Education." Bilingual Schooling in the United States. Second Edition. Austin, Texas: National Educational Laboratory Publishers, 1978.

Cohen, Andrew. A Sociolinguistic Approach to Bilingual Education. Rowley, Mass.: Newberry House Pub., 1975.

Mendoza, Pedor. "Juanito" Poema. *Intercutlural Development Research Association, (IDRA) Newsletter*, July 1977.

Pena, Albar A. "Bilingual Education, The What, the Why, and the How." *Journal of the National Association for Bilingual Education*. Vol. 1, No. 1, May 1976.

A Better Chance to Learn: Bilingual-Bicultural Education. United States Commission on Civil Rights, No. 51--May 1975.

Guidelines for the Preparation and Certification of Teachers of Bilingual-Bicultural Education. Arlington, VA: Center for Applied Linguistics. November 1974.

"Inequality in Education, Bilingual-Bicultural Education." Harvard University, Cambridge, Mass.: No. 19--February, 1975 OEO.

"Lau Remedies Outline." *Intercultural Development Research Association, (IDRA) Newsletter*, January 1976.

Film: *Bilingualism: A Promise for Tomorrow*. Bilingual Education Services, South Pasadena, California.

Transparencies: "Basic Components of a Bilingual Program." *A Training Manual*. Austin, Texas: Texas Education Agency, Summer 1976.

STUDENT OUTLINE

1. History of Bilingualism in the U.S.

2. "Bilingualism" - Definition - Past Research on Connotations of Bilingualism.

3. Brief Introduction to Laws leading up to legal bases for LAU compliance.

4. Explanation of LAU Remedies.

5. Bilingual Model in the Schools.

ASSIGNMENT: Trainer Field Study of Community:

By calling your local school district office investigate the number of Bilingual Programs in the school district. Determine the type of Program (Transitional or Maintenance). Determine the grade level in which these Programs have been implemented.

Interview 3 professionals and get their idea of what Bilingual Education means to them.

Read about Past History of the Mexican American in Education. Be prepared to discuss this topic at our next session.

TRAINEE: Implement lesson plans to share this knowledge of Bilingual-Bicultural Education with your trainee.

DEVELOPED BY: Linda Walsh
Bilingual-Bicultural CDA Training Counselor Program
Center for Teaching and Learning
College of Education
St. Edward's University
Austin, Texas 78704

ATTACHMENT

ADDITIONAL LAU REQUIREMENTS
REQUERIMIENTOS ADICIONALES DE LAU

REQUIRED AND ELECTIVE COURSES
CURSOS REQUERIDOS Y ELECTIVOS

1. Required courses must not exclude pertinent developments or contributions of minority groups.

Cursos requeridos no deben de excluir acontecimientos o contribuciones importantes de grupos de minoría.

2. Elective courses and co-curricular activities should not be racially/ethnically identifiable or discriminatory.

Cursos electivos y actividades adjuntas al currículo no deben ser identificadas en términos raciales o étnicos ni deben ser discriminatorios.

3. School must develop strong incentive and encouragement for minority students to enroll in electives where minorities have been traditionally excluded.

La escuela debe desarrollar grandes estímulos para que los estudiantes de minoría se inscriban en cursos electivos en los cuales tradicionalmente se ha excluido a tales estudiantes.

INSTRUCTIONAL PERSONNEL REQUIREMENTS
REQUERIMIENTOS EN CUANTO AL PERSONAL DE INSTRUCCIÓN

1. Instructional personnel must be linguistically-culturally familiar with the background of students.

El personal de instrucción ha de tener conocimiento del lenguaje y la cultura de los estudiantes.

2. Student/teacher ratio for programs should be equal to student/teacher ratio for the district.

La proporción de nino a maestros en los programas ha de ser igual a proporción que existe en el resto del distrito.

3. If instructional staff is inadequate, the school district must implement in-service training programs to train existing personnel or use teacher aides temporarily; and develop a plan to hire the teachers needed.

Si el personal de instrucción no está suficientemente preparado para enseñar a los niños de minorías linguísticas, el distrito debe proveer programas de entrenamiento que preparen a este personal o deben temporalmente utilizar asistentes de maestros; y deben desarrollar un plan para emplear el personal necesario.

ATTACHMENT

OTHER REQUIREMENTS
OTROS REQUISITOS

1. It is not permissible to create racially/ethnically identifiable/isolated schools or classes in responding to needs of LAU children.

Al responder con la atención requerida por Lau, no se permite crear escuelas o clases que se identifiquen o que estén aisladas en terminos raciales o étnicos.

2. Minority and nonminority parents must be notified that the programs are an integral part of the total school program. Minority parents must be notified in English and the appropriate language(s).

Padres, incluyendo grupos minoritarios, se han de notificar que los programas forman parte importante del programa total de la escuela. Padres minoritarios, han de ser informados tanto en inglés como en el otro idioma.

3. The eductional plan must include an evaluation design, a time line of target dates, and periodic progress reports.

El plan educacional ha de incluir un plan de evaluación, un calendario de fechas claves, y reportes de progreso periodicamente.

ATTACHMENT

LEGAL BASES FOR LAU COMPLIANCE PLANS
BASE LEGAL PARA PLANES DE CUMPLIMIENTO DE LAU

AMENDMENT 14 (1868)
REFORMA 14 (1868)

1. Protects the privileges and immunities of all citizens.
Protege los derechos y la inmunidad de todos los ciudadanos.

2. Provides equal protection under the law.
Provee protección igual bajo la ley.

3. Congress given power to enforce by legislation.
Da al Congreso el poder de formular y aprobar leyes para su cumplimiento.

BROWN V. BOARD OF EDUCATION (1954)
BROWN V. LA MESA DIRECTIVA DE EDUCACIÓN (1954)

1. Struck down the separate but equal doctrine.
Canceló la doctrina de "separados pero iguales."

2. Separation of black and white students declared unconstitutional.
Delcaró que la separación de estudiantes Blancos y Negros es contraria a la Constitución.

3. Ordered desegregation of schools with "deliberate speed."
Ordenó que la supresión de la segregación en las escuelas se habría de conducir con rapidez.

CIVIL RIGHTS ACT (1964)
ACTO DE DERECHOS CIVILES (1964)

1. Forbids discrimination on account of race, color, or national origin in any federally funded activity.
Prohibe la discriminación debido a la raza, color, u origen nacional en cualesquier actividad financiada por el gobierno federal.

2. Authorized D/HEW to apply compliance procedures and reviews and to withhold funds.
Autorizó a la Secretaría de Salubridad, Educación y Bienestar Social para aplicar procedimientos de cumplimiento y revisiones y para retener pagos.

3. Authorized the Department of Justice to sue in federal court to secure the desegregation of public facilities.
Autorizó demandas federales de parte del Departamento de Justicia para asegurar la erradicación de segregación en dependencias públicas.

4. Authorized OE to provide financial assistance.
Autorizó a la Oficina de Educación para proveer ayuda financiera.

D/HEW MEMORANDUM OF MAY 25, 1970
MEMORANDUM DE LA SECRETARÍA DE SALUBRIDAD? EDUCACIÓN Y BIENESTAR SOCIAL DEL 25 DE MAYO DE 1970

1. Affirmed the application of the CRA (1964) to language minority children.
Afirmó que el Acto de Derechos Civiles de 1964 incluye a niños de minorías linguísticas.

2. Identified three main areas of concern:
Identificó tres áreas principales afectadas:

    a. unequal access to participation in school programs because of language
    acceso desigual para participar en programas escolares debido al idioma

    b. segregation by tracking, ability grouping and assignment to Special Education
    apartamiento por clasificación, agrupación por habilidad y asignacion a aprendizaje lento.

    c. the exclusion of parents from school information
    la exclusión de padres de información escolar.

3. Instructed OCR to implement review and compliance procedures.
Instruyó a la Oficina de Derechos Civiles que diseñara e implementara el procedimiento y su cumplimiento.

LAU V. NICHOLS (1974)

1. Court found a denial of equal educational opportunity under the CRA 1964 (equal educational opportunity).
La corte halló que se estaba negando la igualdad de oportunidad educacional bajo el Acto de Derechos Civiles de 1964.

ATTACHMENT

2. Affirmed the authority of D/HEW to enforce CRA 1964 (equal educational opportunity).

La Secretaría de Salubridad, Educación y Bienestar Social tiene autoridad para obligar el cumplimiento del Acto de Derechos Civiles de 1964.

3. Affirmed the validity of the May 25th Memorandum extending the CRA 1964 to LMC (equal educational opportunity for LMC).

Afirmó la validez del Memorándum del 25 de mayo extendiendo el Acto de Derechos Civiles de 1964 a niños de minorías linguísticas.

4. Affirmed the authority of D/HEW "to require affirmative remedial efforts to give special attention to linguistically deprived children." (LAU Remedies)

Afirmó que el Departamento de Salubriadad, Educación y Bienestar tiene la autoridad de requerir esfuerzos para dar atención especial a niños que hablan otro idioma (Implicación de Lau)

ATTACHMENT

LAU SAYS

"Where inability to speak and understand the English language excludes national origin-minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps in rectifying the language deficiency in order to open its instructional program to these students.

U.S. Supreme Court
LAU v. NICHOLS (1974)

Donde la falta de habilidad para habler y entender el idioma inglés, excluye a los niños de minoría de participación igual en el programa educacional ofrecido por un distrito escolar, el distrito debe tamar medidas afirmativas para rectificar la deficiencia linguística para poder ofrecer el programa de instruccion estes estudiantes.

ATTACHMENT

SCHOOL AND THE CHILDREN OF LIMITED ENGLISH-SPEAKING ABILITY

In 1975 the Department of Health, Education, and Welfare (HEW) issued the *Lau* Memorandum specifying remedies to meet the educational needs of children of limited English-speaking ability.

The following presents the basic requirements of the *Lau* Remedies. This is not an official HEW interpretation. The development of a compliance plan calls for four phases.

- student identification,
- student language assessment,
- analysis of achievement data, and
- program selection.

It must be understood that the remedies are minimal and that they have been drawn to apply to the narrowest legal interpretation of *Lau v. Nichols* on the basis of the most promising current knowledge and thought relating to the education of children of limited English-speaking ability.

A comprehensive plan to remove past inequities between groups of students is a major effort that requires realistic assessment of available resources including time, staff, money, space, and curriculum, and the systematic acquisition, redirection, adaptation and utilization of these to meet the new objectives.

LA ESCUELA Y LOS NIÑOS DE HABILIDAD LIMITADA PARA HABLAR INGLES

En 1975 el Departamento de Salubridad, Educación y Bienestar Social (HEW) publicó el memorandum *Lau* especificando remedios para cumplir con los requisitos relacionados con la educación de los ninos de habilidad limitada para hablar inglés.

A continuación presentamos los requisitos básicos de los remedios de *Lau*. No es una interpretación oficial del Departamento de HEW. El desarrollo de un plan para cumplir con estos requisitos consiste de cuatro fases:

- identificación del estudiante,

- evaluación del idioma del estudiante,
- análisis del progreso en el estudio, y
- selección del programa.

Debe quedar entendido que los remedios son mínimos y que se han formulado para aplicarse a la interpretación más estrecha legal de Lau v Nichols basándose en el conocimiento actual relacionado a la educación de niños de capacidad limitada pra hablar inglés.

Además, un plan comprensivo para eliminar pasadas injusticias entre grupos de estudiantes es un esfuerzo mayor que requiere una evaluación realística de recursos disponibles incluyendo tiempo, personal, dinero, espacio, curso de estudios, y la adquisición sistemática, nueva dirección, adaptación y utilización de estos recursos para hacer frente a nuevos objetivos.

MODULE 3. BILINGUAL-BICULTURAL EDUCATION/LEADERSHIP

PURPOSE

Since the character of contemporary society has been forged through events of the past, it is important for the student who is preparing to work in a bilingual-bicultural setting to have a good understanding of certain aspects of the educational history of the minority groups represented in the classroom.

OBJECTIVES

The student will demonstrate his knowledge of past and present education of minority groups in the U.S. The student will know the areas of incompatibility that have created failure for minorities in addition to discovering teaching strategies or culturally relevant learning styles.

1. Explain briefly the past history of minority groups in the U.S.

2. Discuss areas of incompatibility between Mexican-Americans and the Public School -- such as:

    Poverty
    Mobility
    Societal Perception
    Language
    Culture
    Learning Styles

3. Identify the variety of teaching strategies suitable for Mexican-American pre-school children (ex: Ramirez and Castaneda).

4. Discuss the role of self-concept as it deals with the Mexican American child and how this is related to Language and Culture.

PRETEST

(See attachment)

LEARNING ACTIVITIES

Make an objective observation of a predominantly Mexican-American child care center other than your own. Spend at least one hour there. Make careful notes of the usual array of materials and the organization and structure of the classroom.

In addition, take careful notes on the types of interaction styles that the teacher uses with the children. (Include language chosen) If possible, even include cue words that the teacher may use with the child. What does she do with hands? How does she show? How does she handle crisis moments, compassion, understanding, explain things, etc? How do the kids react?

Please be able to discuss these obervations critically.

INTERFACE WITH BILINGUAL-BICULTURAL CDA COMPETENCY TRAINING

Confer with Field Supervisor and your instructor.

EVALUATION

The student's competency to handle the issues presented in the module will be determined by the evidence the student gives through class discussion.

SELECTED RESOURCES

"Minority Students: A Research Appraisal," National Institute of Education, March 1977.

Cardenas and Cardenas, "Theory of Incompatibilities", Newsletter IDRA

"The Three Rs in 70 Tongues," Time Magazine, February 13, 1978.

"A Storm Brews over Bilingual Teaching," U.S. News and World Report, March 6, 1978, pages 58-59.

"The Unfinished Education," Commission of Civil Rights, 1971

Castaneda, Alfredo: Ramirez, III and Arnold, P. Leslie. New Approaches to Bilingual Bicultural Education, Austin: The Dissemination and Assessment Center for Bilingual Education,1975.

Escobedo, Teresa. "Culturally Responsive Early Childhood," University of Texas. (Unpublished Newscript).

Gibby, R. G., Sr., and Gibby, R.G., Jr. "The Effects of Stress Resulting from Academic Failure." Journal of Clinical Psychology, 23 (May 1967), 35-37.

Palomares, Geraldine D. "The Effects of Stereotyping on the Self-concept of Mexican-American." Albuquerque: Southwestern Cooperative Educational Laboratory, 1970. ED 056806.

Readings: Please read Handout-

"The Significance of Mexican-American People"

Read article assigned to your group and make presentation to the class on your topic. Extract the qualities or areas of the assigned paper that apply to Early Childhood Education. As a summary, compile a list of recommendations that need to be considered important when handling and educating Mexican-American children. (See attachment)

STUDENT OUTLINE

1. Quick review of history and philosophy of Bilingual Education.

2. Discussion and Presentation of assignments. "What is Bilingual Education," past and present.

3. Brief History of Education of Minorities in the U.S.

4. Discuss areas of incompatibility for minority children in terms of education:

   Poverty
   Mobility
   Societal Perceptions
   Language
   Culture
   Learning Styles

5. Discuss the role of self-concept and hiw it relates to Learning Styles.

DEVELOPED BY

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NOTES

ATTACHMENT
PRE-TEST

MULTIPLE CHOICE

1. LESA students means:
    a. Lazy educators slowly atrophying.
    b. The sons and daughters of Juan Lesa.
    c. Limited English-speaking ability.
    d. Incorrigibles.

2. Lau is:
    a. The surname of a Chinese family in San Francisco.
    b. The corruption of "lado" as in "durmio de lau."
    c. Local Autonomy for Universities.
    d. A federal law.

3. The identification of the LESA student is:
    a. Required only if a child is failing English.
    b. Required by state law only.
    c. Required by federal statute only.
    d. Required by both state educational policy and federal statute.

4. School districts in South Texas that have no language assessment procedures:
    a. Are meeting the needs of Spanish-speaking children.
    b. Are in non-compliance with HEW requirements.
    c. Have three years to catch up.
    d. Don't have anything to worry about.

5. According to the Lau Remedies, a special program is required for:
    a. All children of Chinese surname.
    b. All Spanish surname students.
    c. All children of limited English-speaking ability.
    d. All linguistically different children in grades K through 3.

6. According to current research, the most effective response to the needs of linguistically different children is:

   a. An English as a second language program only; in grades K through 3.

   b. A bilingual-bicultural maintenance program at all levels where there are LESA students.

   c. Immersion in an English dominant classroom through high intensity language training (HILT).

   d. To send them back to their mother country.

7. For children that don't understand English, according to the Supreme Court Decision, there is equality of treatment if:

   a. They are all in the same classroom with English speaking children.

   b. The same curriculum, books and methods used for English speaking students are used.

   c. Special approaches to meet their special needs are used.

   d. They are placed in special separate classes for the whole school day.

ATTACHMENT

MEXICAN-AMERICANS: A HANDBOOK FOR EDUCATORS

JACK D. FORBES

I. THE SIGNIFICANCE OF THE MEXICAN-AMERICAN PEOPLE

Approximately five million persons of Mexican ancestry reside in the United States. Most live in the states of California, Arizona, New Mexico, Texas, and Colorado, but a large number have made homes in the greater Chicago area and in the other industrial centers. In many sections of the Southwest, particularly along the border from San Diego, California to Brownsville, Texas,Mexican-Americans are the majority population, and their language and culture serve to provide the entire region with much of its charm and distinctiveness.

Modern-day Mexican-Americans play a vital role in the industrial, agricultural, artistic, intellectual, and political life of the Southwest but the significance of this group cannot be measured solely in terms of present-day accomplishments. It is certain that the Southwest,as we know,it would not exist without the Mexican-Spanish heritage. That which sets New Mexico off from Oklahoma and California off from Oregon is in large measure the result of the activities of the ancestors of our fellow citizens of Mexican descent. Our way of life has been and is being immeasurably enriched by their presence north of the present-day international boundary.

II. THE MEXICAN HERITAGE OF THE UNITED STATES; AN HISTORICAL SUMMARY

What is a Mexican?

Prior to 1821 (when the modern Mexican nation won its independence from Spain), a Mexican was usually a person who spoke the Mexican or Aztec language (Nahuatl). In fact, the early Spaniards almost always referred to the Aztec people as Mexicans. This practice has continued in modern Mexico where the Nahuatl language is called "Mexicano" by the common people and where writers usually speak of the Mexican Empire rather than the Aztec Empire. The modern people of Mexico, who are said by scholars to be about 80 percent native Indian in their ancestry, are proud of their descent from the ancient Mexicans and trace the history of their people back to the builders of the magnificient cities of Teotihuacan, Monte Alban, and Chichen Itza.

Our Ancient Mexican Heritage

The Mexican heritage of the United States commences long before the time of Christ. About the year 4000 B.C. Indians living in southern New Mexico learned how to raise corn (maize) as a result of contacts with Mexico (where that remarkable plant was first domesticated after what must have been a long and tedious process). Other crops, including squash and beans, were subsequently borrowed and still later (about 500 A.D.) Southwestern Indians began to develop the Pueblo Indian Civilization. This advanced way of life, which still flourishes in Arizona and New Mexico, was largely based upon Mexican influences in architecture, pottery-making, clothing, religion and government.

In about 100 A.D., according to some scholars, a people known as the Hohokam moved from northern Mexico into what is now southern Arizona. They brought many advanced traits with them, including the construction of monumental irrigation systems, stone etching techniques, and, very possibly, new political concepts. The Hohokams constructed a large center at Snaketown, Arizona and spread their influence widely, apparently establishing a colony at Flagstaff and trading their pottery as far as the San Fernando Valley in California. During the same general period Mexican influences seem to have reached the Mississippi Valley and advanced cultures developed there. The Indians of the southern United States developed a Mexican-style religious and political orientation and constructed small pyramid-temples while the Ohio River Indians built fanciful effigy mounds, sometimes in the shape of serpents.

The Vitality of Mexican Civilization

It is not at all surprising that ancient Mexico had a great impact upon the area of the United States. The Mexican people were extremely creative, industrious, and numerous (perhaps numbering 20,000,000 in central Mexico alone in the 1520's). Great cities such as Teotihuacan were developed very early and at the time of the Spanish conquest Tenochtitlan (Mexico City) was perhaps the largest and certainly the most modern city in the world. In fact, our cities of today are not as well planned and are probably not as well cared for as was Tenochtitlan.

The ancient Mexicans excelled as artists, craftsmen, architects, city planners, engineers, astronomers, statesmen, and warriors. They also developed centers of high education (called calmecac by the Aztecs), wrote excellent poetry, produced many historical and religious works, and were very interested in philosophical questions. One philosopher-king, Nezahualcoyotl, put forth the view that there was only one Greater-God, while Maya scientists developed a calendar which is more accurate than the one we use today.

Mexican traders (pochteca) traveled great distances, going as far south as Panama. They helped to spread Mexican culture and also prepared the way for colonists to settle in places such as El Salvador and Nicaragua and for the last Mexican empire (that of the Aztecs) to expand. By the 1520's the Mexican language was the common tongue of the region from north central Mexico to Central America.

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The Spanish Invasion

In the 1520's the Spaniards commenced their conquest of Mexico. Although the Aztecs were conquered quickly, in spite of a noble defense of Tenochtitlan led by Cuauhtemoc (the present-day national hero of Mexico), the rest of what is now Mexico was subdued only very gradually. In fact, many Indian groups in northern Mexico and in the jungles of Yucatan-Guatemala were never conquered. Also, many of the Mexicans who were subdued never lost their identity and this explains why at least one-tenth of the people of modern Mexico speak native languages, often in addition to Mexican Spanish.

The Spanish invasion did not bring an end to the vitality of the Mexican people. Most Spaniards came to rule, not to work, and the magnificent churches, aqueducts, and palaces of the colonial period are essentially the result of native labor and craftsmanship. Educated Mexicans helped to record the history of ancient Mexico and for a brief period a Mexican university, Santa Cruz del Tlaltelolco, fluorished, training many persons of native ancestry. The conquering Spaniards married ordinary Indian women, in both cases contributing to the mixture of the Spanish and native Mexican races.

The Hispano-Mexican Northward Movement

The number of Spaniards who came to Mexico was always very slight and the growth and expansion of the Spanish Empire depended upon the use of native and mixed-blood (mestizo) servants, settlers, craftsmen, miners, and soliders (the Tlaxcaltecos, Mexicans of Tlaxcala, were particularly relied upon as colonists and soldiers). The conquest of the north would have been impossible without Mexicans and every major settlement, from Santa Fe, New Mexico, to Saltillo, Coahuila, had its Mexican district (barro or colonia). Many of the settlers taken by Diego de Vargas to northern New Mexico in the 1690's were called "Espanoles Mexicanos," that is "Aztec-Spaniards": Juan de Oñate, the first Spanish governor of New Mexico, was married to a woman of Aztec royal ancestry and their son, Cristobal de Onate, was the second governor of that province. Every major expedition, including those of Coronado and De Soto, utilized Mexicans, and eight Mexican soliders were stationed at San Diego, California in 1769 by Gaspar de Portola. The northward movement of Spain into the southwestern United States was, therefore, a Spanish-Mexican affair. It was Spanish-led but depended for its successes upon Mexicans and mixed-bloods. In California, for example, well over half of the Spanish-speaking settlers were of Indian or mixed ancestry and the forty-six founders of Los Angeles in 1781 included only two persons called Spaniards, and their wives were Indian.

The Creation of Modern Mexican Cultures

Gradually the way of life brought to America by the Europeans became mixed with native Mexican influences, until the life of the common people became a blend of Spanish-Arabic and Indian traits, much as the culture of England after 1066 became a blend of French-Latin and Anglo-Celtic traditions. The Spaniards used the Mexican language for governmental, scholarly, and religious purposes for several generations and many Mexican words, such as coyote, elote, jicara, tamal, chile, chocolate, jacal, ocelote, and hundreds of others, became part of Spanish as spoken in Mexico. Roman Catholic religious practice was modified by many Indian customs and devotion to the Virgin of Guadalupe has had a lasting impact upon the Catholic faith.

Meanwhile, the Mexican people intermixed with diverse tribes and eventually began to absorb both the non-Mexican Indian and the Spaniard himself. This process of migration and mixture made possible the creation of the Independent Mexican Republic in 1821, after a 10-year struggle for freedom.

The Mexican Republic in the North

Independent Mexico was to have a lasting impact upon the southwestern United States. Many Mexican leaders were imbued with new republican and equalitarian ideals and they sought to implement these reforms. Legislatures and elected local councils were established in California and elsewhere, the Indians and mixed-bloods were granted complete legal equality and full citizenship, and foreigners were encouraged to take up a new life as Mexicans. On the other hand, many persons found it hard to break with the authoritarian legacy of Spain, and republican reforms were often subverted. Foreign settlers did not always choose to become good Mexican citizens, as for example the Anglo-Texans who refused to set their slaves free or to obey Mexican land-title and tariff regulations.

The early Mexican governments were often beset by financial difficulties and progress was difficult in the fact of widespread illiteracy and an unequal distribution of wealth and power. Gradually, however, these negative conditions were overcome and the Mexican people advanced along the road of democracy, albeit with backward steps from time to time.

In what is now the United States Mexicans were active in the development of new mining regions (gold was discovered in California in 1842, for example), opening up new routes for travelers (as from Santa Fe to Los Angeles via Las Vegas, Nevada), founding schools (some 22 teachers were brought to California in the 1830's and a seminary was established at Santa Ynez), establishing new towns (Sonoma, California is an example), and setting up printing presses (as in California in 1835). The north was a frontier region and was, therefore, not in the forefront of Mexican cultural progress, but it did benefit from developments originating further south.

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Mexican Miners and Colonists in the North

Commencing in the 1830's Mexican settlers began moving north once again. Some 200 craftsmen, artisans, and skilled laborers sailed to California in that decade, and soon overland immigrants from Sonora were joining them. Thereafter a steady stream of Sonorans reached California, only to be turned into a flood by the discovery of gold in the Sierra Nevada foothills in 1848. The Sonorans were often experienced miners and their techniques dominated the California Gold Rush until steam-powered machinery took over at a later date. Chihuahuans and other Mexicans also "rushed" to California by sea and by land and they too exercised an impact upon mining as well as upon commerce.

The United States-Mexican War of 1846-1848 did not immediately alter the character of the Southwest greatly, except in eastern Texas and northern California. The Gold Rush changed the language of central California after 1852 (when Mexican miners were largely expelled from the Sierra Nevada mines), but Mexicans continued to dominate the life of the region from San Luis Obisop, California, to San Antonio, Texas. Southern California, for example, remained a Spanish-speaking region until the 1870's with Spanish-language and bilingual public schools, Spanish-language newspapers, and Spanish-speaking judges, elected officials, and community leaders. The first Constitution of the State of California, created in part by persons of Mexican background, established California as a bilingual state and it remained as such until 1878. Similar conditions prevailed in other southwestern regions.

Anglo-Americans Become Dominant

Gradually, however, Anglo-Americans from the east who were unsympathetic toward Mexican culture came to dominate the Southwest. Having no roots in the native soil and being unwilling to become assimilated to the region, these newcomers gradually transformed the schools into English-language institutions where no Spanish was taught, constructed buildings with an "eastern" character, pushed Mexican leaders into the background, and generally caused the Mexican-American, as he has come to be termed, to become a forgotten citizen.

By the 1890's on the other hand, tourists and writers began to rediscover the "Spanish" heritage and "landmark" clubs commenced the process of restoring the decaying missions of the Southwest. A "Spanish" cultural revival was thus initiated, and soon it began to influence architectural styles as well as the kind of pageantry which has typified much of the Southwest ever since. Unfortunately, the Mexican-Indian aspect of the region's heritage was at first overlooked and the Mexican-American people benefited but little from the emphasis upon things Spanish.

Twentieth-Century Mexican "Pioneers"

In the early 1900's a new group of Mexican immigrants began to enter the United States, attracted by job offers from agricultural developers who wished to open up virgin lands in southern California, Colorado, Arizona and South Texas. During World War I and the 1920's this movement became a flood, a flood which largely overwhelmed the older group of Mexican-Americans (except in northern New Mexico and southern Colorado) and became ancestral to much of the contemporary Spanish-speaking population in the Southwest.

The Internal Development of the Mexican-American Community

The Mexican-American community was not simply a passive force during this long period of transition. Everywhere mutual benefit societies, patriotic Mexicanist organizations, newspapers, social clubs, small stores and restaurants were founded, and artisans began to supply Anglo-American homes with pottery and other art objects (the first gift I ever gave to my mother was a pottery bowl made by a Mexican-American craftsman who fashioned ceramics in a shop behind his home on our street in El Monte, California).

Mexican-American mutual benefit organizations soon commenced the task of helping to upgrade the status of agricultural and industrial workers by seeking better wages and conditions of employment. During the 1920's and 1930's Mexican-American labor organizers, with little formal education and less money, traveled from region to region, helping in the unionization process. Ever since, labor leaders have played an important role in Mexican-American affairs and Spanish speaking union officers are a significant element in the structure of organized labor in the Southwest. Current efforts directed toward the unionization of agricultural workers and obtaining a minimum wage for agricultural laborers, from California to south Texas, are being led by organizers of Mexican ancestry.

During the past 20 years the cultural and political life of Mexican-Americans has advanced remarkably. Today, find Spanish-language newspapers blanket the Southwest and Far West, some of which are daily periodicals with the latest dispatches from Europe and Mexico. Magazines, including bilingual ones, issue forth with slick paper and exciting photographs. Spanish-language radio and television stations reach much of the Southwest, and theatricalmusical productions of a folk or modern nature are frequently staged for the benefit of both _los de la raza_ and Anglos.

Mexican-American civic, business and political leaders are now prominent in many regions, and they include within their ranks members of Congress, mayors, and all types of professional people. The image of the Mexican heritage has vastly improved due not only to the activities of individual Mexican-Americans, but also due to the cultural renaissance occurring in Mexico itself concurrent with the incredible richness of the Mexican past revealed by contemporary archaeological discoveries. Anglo-Americans have ceased emphasizing the Spanish legacy at the expense of the Mexican, and a more healthy climate of mutual understanding has evolved.

Educational Progress

Educationally, Mexican-American progress has been striking in individual cases but has been slow over-all. Generally speaking, whenever Anglo-Americans gained control over a particular state or region in the Southwest they chose to import the kinds of public schools developed in the Middle West or East. Hispano-Mexican and bilingual schools were replaced by English-language, Anglo-oriented schools from which Mexican-American children were sometimes excluded. After the turn of the century greater numbers of Spanish-speaking youth began to attend schools, but the latter were either irrelevant to the background, language, and interests of the pupils (as in New Mexico) or were segregated, marginal elementary schools (as in much of California and Texas). Normally, secondary-level education was not available to Mexican-American pupils except in an alien Anglo-dominated school (and even that opportunity was often not present in many rural counties in Texas and elsewhere).

During the post-World War II period segregated schools for Mexican-Americans largely disappeared, except where residential segregation operated to preserve the ethnic school. Greater numbers of Mexican-Americans entered high school and enrollment in college also increased, although slowly. Nevertheless, drop-out rates remain high, even today; and it is also true that the typical school serving Mexican-Americans makes little, if any, concession to the Mexican heritage, the Spanish language, or to the desires of the Mexican-American community.

A Six Thousand Year Old Heritage

In summary, the Mexican heritage of the United States is very great indeed. For at least 6,000 years Mexico has been a center for the dissemination of cultural influences in all directions, and this process continues today. Although the modern United States has outstripped Mexico in technological innovation, the Mexican people's marked ability in the visual arts, music , architecture, and political affairs makes them a constant contributor to the heritage of all of

North America. The Mexican-American people of the United States serve as a bridge for the diffusion northward of valuable Mexican traits, serve as a reservoir for the preservation of the ancient Hispano-Mexican heritage of the Southwest, and participate directly in the daily life of the modern culture of the United States.

III. THE MEXICAN-AMERICAN WAY OF LIFE

The United States' five million citizens of Mexican origin do not form a homogeneous group with identical values, customs, and aspirations. One can divide the Mexican-American community along class (economic) lines, from the affluent rancher, businessman, or public official to the migrant farm workers or isolated self-sufficient farmer in the mountains of New Mexico. One can also divide the Mexican-American community on the basis of the degree to which the individual has become Anglicized and integrated into the larger society. One can further classify Mexican-Americans according to the degree of Caucasian ancestry which they possess, or according to whether or not they object to being called "Mexicans" and prefer to be called "Spanish-American." But whichever type of classification system one uses, it is clear that there is no single way of life possessed by our Mexican-American people.

Nonetheless, it is possible for purposes of generalization to ignore those individuals who are non-typical and to concentrate upon the large majority of Mexican-Americans who have many things in common.

First, the Mexican-American community is basically proud of being of Mexican background and sees much of value in the Mexican heritage. By means of folk-level educational agencies, such as benevolent societies, patriotic organizations, and the extended family, many Mexican traits are kept alive, either as functioning parts of the individual's personal life or at least as items with which he feels some degree of familiarity. Mexican arts and crafts, music, dances, cooking, family structure, concepts of the community, the Spanish language, and other characteristics, are maintained in this manner. Spanish-language radio and television stations, newspapers, and magazines, and Mexican-American political organizations, help to carry on this process as well as to bring in new cultural influences from Mexico. In short, the Mexican-American community possesses many internal agencies which serve to maintain a sense of belonging to "la raza" and which also serve to carry forward worthy aspects of the Mexican heritage.

In many rural areas of the Southwest, as well as in some wholly Mexican urban districts, most adults can be described as belonging primarily to the culture of northern Mexico. The Spanish language is universally favored over English and the bilateral extended family provides a satisfying and strong social background for the individual. In other urban districts, as well as in suburban regions and on the fringes of Mexican neighborhoods in rural areas, one finds numerous Mexican-Americans who are completely bilingual, or who in some cases favor English over Spanish. These people have not become "Anglos," but their Mexican cultural heritage has become blended with Anglo-American traits.

Unfortunately, many younger Mexican-Americans, educated in Anglo-oriented schools, have not been able to relate in a positive manner toward either the north Mexican-Anglo or Mexican mixed cultures, primarily because their parents have been unable to effectively transmit the Spanish language and Mexican heritage to them. At the same time the public schools have either attacked or completely ignored that heritage and have attempted to substitute an often watered-down Anglo heritage. The youth subjected to this pressure have not ordinarily become Anglos, though, due to a feeling of having been rejected by the dominant society (because of frequently experienced prejudice and discrimination) and by the schools (because the curriculum is so totally negative in respect to their own personal and cultural background). These young people have frequently developed a mixed Anglo-Mexican subculture of their own, based upon a dialect of Spanish heavily modified by an ingenious incorporation of English words and new expressions and upon a "gang" style of social organization.

Another important factor which retards the complete absorption of partially Anglicized Mexican-Americans into the larger society is the fact that more than 95 percent of Mexicans are part-Indian, 40 percent are full-blood Indians, and most of the mixed-bloods have more Indian than non-Indian ancestry. Mexican-Americans are, therefore, a racial as well as a cultural minority and the racial differences which set them apart from Anglos cannot be made to "disappear" by any "Americanization" process carried on in the schools.

The larger Mexican-American community is in a process of rapid cultural transition, wherein most individuals are acquiring a mixed Anglo-Mexican culture, while smaller numbers are marrying into or otherwise being absorbed into the dominant Anglo society. An unfortunate aspect of this process is that extremely valuable Mexican traits, such as the strong extended family, the tendency toward mutual aid, the Spanish language, artistic and musical traditions, folk dances, fine cooking, and such personality characteristics as placing more emphasis upon warm interpersonal relationships than upon wealth acquisition tend to be replaced by what many critics might suggest are the lowest common denominator of materialistic, acquisitive, conformist traits typical of some elements within the Anglo-American population. That this is occurring is largely a result of the fact that many Mexican-American graduates of the public schools feel ambivalent about their own self-identify and about cultural values. They have been deprived of a chance to learn about the best of the Mexican heritage and, at the same time, have been, in effect, told to become Anglicized.

They tend, therefore, to drift into the dominant society without being able to make sound value judgements based upon cross-cultural sophistication.

On the other hand, the Mexican-American community considered in its entirety is a vital, functioning societal unit with considerable ability to determine its own future course of development. It may well succeed in developing a reasonably stable bicultural and bilingual tradition which will provide a healthy atmosphere for future generations and which may prove attractive to many Anglos. In any case it is clear that the proximity of Mexico will insure a continual flow of Mexican cultural influences across the border and the Mexican-American community, as a bicultural population, will not soon disappear.

IV. ASSETS WHICH THE MEXICAN-AMERICAN BRINGS TO THE SCHOOL

For far too long many teachers have looked upon culturally different children as being "culturally deprived." Such pedagogues have conceived of their duty as being one of filling this "cultural vacuum" with Anglo-American traits. Unfortunately, this negative (and narrow) attitude has led to the ignoring of the rich legacy which many non-Anglo pupils either bring to school or acquire outside of school through the educational processes of the folk community.

Mexican-American youth often bring to the school a varied background of experiences and skills which can be utilized as mediums for both the development of the Mexican-American pupil's potential and for the enrichment of the school experiences of non-Mexican scholastics.

The ability to speak more than one language has, in most societies, been regarded as an essential characteristic of the fully educated man. The European educated classes have for centuries spoken French, English, German, and sometimes other languages in addition to their native idiom. American Indian groups commonly grew up speaking three or more divergent idioms, in addition to possessing some familiarity with other languages. People in the United States are coming today once again to the realization that, as in the days of Thomas Jefferson and Benjamin Franklin, a knowledge of several languages is indeed essential.

The Mexican-American child usually has a headstart over the Anglo-American because of his familiarity with two languages (and a few Mexican-Americans speak or understand an Indian language as well). It is true that often the knowledge of both Spanish and English is imperfect, but nonetheless the most precious of linguistic skills, the ability to switch back and forth from one language to another and the "feel" for being comfortable in two or more languages, is present as either a fully or partially developed resource. It is also true that most Mexican-Americans speak a dialect of American Spanish while teachers are often acquainted with European Spanish or a standardized international Spanish. American Spanish is, nonetheless, as "correct" and legitimate as any modern idiom and has the asset

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of being far more "American" than standard American English, incorporating as it does thousands of words of native American origin. What is fundamental is that Mexican-American pupils possess an entree into two viable languages, both of which (American Spanish and American English) can be utilized as vehicles for sound linguistic development.

Those educators who recognize the value of linguistic training can certainly enrich the total program of their classroom or school by making full use of the Mexican-American child's language advantage. A truly bilingual learning experience can be produced which will not only allow the Mexican child to develop both of his languages but which will make it easier for monolingual English-speaking children to *master* a second tongue.

Mexican-American children also bring to the school a variety of bicultural experiences which can enrich almost every facet of the schools' program. Their knowledge of folk arts, cooking, music, literature, and dances can be utilized as vehicles for cross-cultural education and for acquainting children who are new to the region with the rich heritage of the Southwest. Additionally, Mexican-Americans, in sharing their skills with fellow pupils (being teachers, as it were), can help develop in themselves that degree of pride and self-confidence which is so necessary for successful learning.

Those Mexican-American pupils who come from folk-level or low-income homes will also possess valuable experiences denied to many affluent children, such as a direct knowledge of domestic arts (taking care of baby brother, et cetera) and practical work (harvesting crops, repairing tractors, et cetera). Such children often have had to assume *important* responsibilities at an early age and their relatively more mature outlook should prove of immense value to affluent children who have never had contact with life at its more fundamental level.

Needless to state, the adult Mexican-American community possesses valuable resources for school enrichment. It is not uncommon for a *colonia* (neighborhood) to possess some persons skilled in arts and crafts, folk music, folk dancing, piñata-making, costume-making, Mexican cooking, or in various commercial activities associated with Mexican arts or food. These persons can be brought into the school as resource people and part-time instructors, thus expanding in a vast way the "bank of skills" possessed by any school district. Additionally, of course, close contacts between the school and the community can be developed or enhanced by this procedure. In a similar manner professional-level persons of Mexican origin can be called upon to discuss Mexican history, literature, and/or culture can suggest books, magazines, films, phonograph records, and newspapers which can be used in the school.

In summary, the quality and richness of any school's program can be greatly enhanced if the school possesses Mexican-American students and if the educators in charge are concerned enough to guarantee that all of their pupils are exposed to a multi-cultural experience which truly reflects the meaning and diversity of the Southwestern legacy.

V. SUGGESTIONS FOR TEACHERS AND ADMINISTRATORS

A. In so far as is feasible a school serving substantial numbers of Mexican-American pupils should serve as a bridge between these students and the adult world which they will subsequently enter. This adult world will sometimes be Anglo in character, but more often it will be of mixed Anglo-Mexican culture. In any case, the school, if it is to be a bridge, must serve as a transitional experience and not as a sudden leap into a totally foreign set of values and practices.

1. The school environment should have some element of Mexican character, subject, of course, to the desires of the local Mexican-American community. Such character can be created by means of murals depicting aspects of the Mexican-American heritage, Hispano-Mexican architecture, the erection of statues depicting outstanding leaders of Mexican ancestry (such as governors of California), displays of Mexican arts and crafts, bulletin boards depicting Mexican persons and accomplishments, and by the adoption of a name for the school which is relevant to our Hispano-Mexican past. The expense involved in the above will not necessarily be great, as adults in the local Mexican-American community might well become involved in projects which would have the effect of making the school "their" school.

2. Teachers and administrators in such a school should be familiar with the Spanish language and should be encouraged to utilize this linguistic asset. At the very least, every such school must possess several professional employees capable of conversing with Spanish-speaking parents, since it is generally accepted that a successful school program demands adequate parent-school interaction and communication.

3. Communications intended for parents, such as announcements, bulletins, and report cards, should be prepared in both English and Spanish. Similarly, Parent-Teacher Association groups should be encouraged to follow a bilingual pattern. Where many parents cannot understand Spanish, consideration should be given to organizing an English-speaking sub-section for those parents who are not bilingual; or, more preferably, using the PTA as a vehicle for teaching Spanish and English to all parents.

4. Every effort should be made to encourage full development in both Spanish and English. Until truly bilingual schools become a reality, this may mean essentially that both Spanish and English are taught in the elementary grades. On the other hand, imaginative administrators and teachers may wish to further encourage a bilingual atmosphere by the use of signs and displays throughout the school featuring both languages.

5. In schools composed primarily of Spanish-speaking pupils, and where permitted by law, instruction should probably commence in Spanish, with English being taught as a second, or foreign, language. In a mixed school both languages will need to be taught as if they were new idioms.

6. Supplementary materials utilized in the classroom, as well as library resources, should include Spanish-language and/or Mexican-oriented items (magazines, newspapers, books, phonograph records, films, et cetera), in order to provide bilingual and bicultural experiences for all pupils.

7. Curricula in the school should possess a Mexican dimension wherever appropriate. In social science courses where the development of the Western United States is being discussed, attention should be given to the Hispano-Mexican pioneers of the Southwest, to Mexican governors and explorers, and to economic and political developments taking place under Mexican auspices. Courses in state history in the Southwest should devote considerable time to the total Mexican heritage, including that of modern-day Mexican-Americans.

8. Courses in literature should include readings in Mexican literature (in translation, if necessary) and works by and about Mexican-Americans.

9. Curricula in music and "music appreciation" should give attention to all classes of Mexican music, including folk-Indian, Hispano-Mexican, and neo-classical forms. In many schools, instruction in mariachi music, Aztec music and dance, or Mexican brass band might well replace or supplement the standard band and orchestra classes.

10. Art and craft courses should acquaint all pupils with Mexican art forms and should provide instruction in Mexican ceramics, mosaic work, weaving, et cetera, wherever feasible or appropriate.

11. Mexican cooking, folk-dancing, and costume-making should be available as a part of the school's programs in home economics and fine arts wherever sufficient interest exists.

12. Mexican-American adults and youth should be involved in the life of the school as resource people, supplementary teachers, teacher's aides, and special occasion speakers. One of the primary objectives of educators should be the linking of the school with the local adult community.

13. Our Mexican cultural heritage, whenever brought into the school, should be treated as an integral and valuable part of our common southwestern legacy, and not as a bit of "exotica" to be used solely for the benefit of Mexican-American pupils.

14. In a school composed of students from diverse cultural backgrounds every effort should be made to bring a little of each culture into the school. A part of this effort might involve incorporating each major ethnic celebration into the school routine (focusing on Chinese-Americans at Chinese New Year, Mexican-Americans during Cinco de Mayo, et cetera).

15. Counselors (and to a lesser degree, the entire staff) should receive special training in Mexican-American culture and history and should have a background in anthropology and/or sociology.

16. School personnel who believe that it is important to examine pupils periodically in order to provide data on "ability" for future counseling or "tracking" should wish to obtain accurate information by the use of tests which are relatively unbiased. It is difficult to ascertain the potential of Spanish-speaking or dialect-speaking youth by means of standard English-language tests, nor can that of low-income students be predicted on the basis of tests oriented toward middle-class paraphernalia or concepts. On the other hand, biased tests will substantially predict the formal achievement level of culturally different pupils attending biased schools. Therefore, a change in tests will accomplish little unless accompanied by changes in the school, which serve to realize and enhance the potential revealed by the new test..

B. The above suggestions are basically designed to change the atmosphere of the school so as to provide greater motivation for all concerned, as well as to impart useful knowledge. In addition, many curricular and methodological innovations are available which are expected to improve learning for all students and these new programs should certainly be made available to Mexican-American youngsters. It is to be suspected, however, that a school which is basically indifferent or hostile toward the Mexican heritage will not succeed in stimulating greater learning merely by the use of methodological innovations unaccompanied by a change in the general orientation of the school.

TAKEN FROM: Jack D. Forbes
Mexican Americans: A Handbook for Educators, Ed. Systems Corp., Wn. D C: 1967.

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MODULE 4. BILINGUAL-BICULTURAL EDUCATION

PURPOSE

The purpose of this module is to present a supportive rationale for pre-school bilingual education based on Child Development Theory, Psychological Theory and Learning Theory.

OBJECTIVES

The student will demonstrate his knowledge of the basic elements of the theories discussed and make application of this knowledge in the statement of a rationale that is supportive of a pre-school Bilingual program for Spanish speaking children.

1. Describe and explain some basic principles of Child Development Theory.

2. Describe and explain Abraham Maslow's developmental theory of hierarchial needs in combination with Erikson's theory of psychosocial development (trust vs mistrust).

3. Compare and contrast these ideas as they would apply to a language minority child.

4. Identify Learning Theorists like Piaget, Bruner, Gagne and Hunt, examining their theories of learning in relation of Bilingual Education.

5. Describe the stages in language development of the pre-school child and show how the pre-school teacher should apply the knowledge of these stages when planning instructional activities for children in language arts and reading readiness learning activities. (The support of this argument is

based upon the fact that oral language fluency is a pre-requisite to the development of skills in reading and writing).

6. Write a rationale for Bilingual Education of approximately 500 words using information from the theories discussed which are supportive of bilingual education.

LEARNING ACTIVITIES

1. Open discussion on "Miss Concepciones Bilingues." This theme tries to explore what really is and what really is not Bilingual Education.

2. Attend lectures on developmental theories as proposed by Piaget, Burner, Gagne, Maslow, Hunt, et al.

3. Read pertinent selections from the bibliographical list.

4. Listen to taped lectures summarizing the basic elements.

INTERFACE WITH BILINGUAL-BICULTURAL CDA COMPETENCY TRAINING

Confer with Field Supervisor and your instructor.

EVALUATION

Evaluation will center on the quality of the rationale for Bilingual Education based upon the theories studied in this module.

POSTTEST

SELECTED RESOURCES

Bruner, J. Toward a Theory of Instruction, Cambridge, Mass: Belknap, 1966.

Erikson, E. Childhood and Society, Second Ed., New York: Norton, 1963.

Erikson, E. Identity: Youth and Crisis, New York: Norton, 1968.

Gagne, R. The Conditions of Learning, Second Ed., New York: Holt, Rinehart and Winston, 1970.

Hunt, J. The Challenge of Incompetence and Poverty - Papers on the role of early education. Chicago: University of Illinois Press, 1969.

Maslow, A. Motivation and Personality. Second Ed., New York: Harper and Row, 1970.

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APPENDIX

Suggested Resources for CDA Training................A-5

Additional Bilingual-Bicultural Resources..........A-6

Films..A-18

Additional Resources...............................A-22

Books..A-26

SUGGESTED RESOURCES FOR CDA TRAINING

The Texas CDA Instructional Materials (8 Books). Texas Department of Community Affairs, Early Childhood Development Division, P.O. Box 13166, Capitol Station, Austin, Texas 78711.

Book 1 - Competency A: Setting Up and Maintaining a Safe and Healthy Learning Environment.

Book 2 - Competency B: Advancing Physical and Intellectual Competence in Young Children.

Book 3 - Competency C: Building Positive Self-Concept and Individual Strength in Young Children.

Book 4 - Competency D: Promoting Positive Functioning of Children and Adults in a Group Environment.

Book 5 - Competency E: Coordinating Home and Center Child-Rearing Practices and Expectations.

Book 6 - Competency F: Carrying Out Supplementary Responsibilities Related to the Children's Programs.

Book 7 - Assessing Competency: Tests for CDA Competencies (Experimental Edition).

Book 8 - Training Counselor's Guide for CDA Instructional Materials.

Becoming a Child Development Associate: A Guide for Trainees, 1975. U.S. Department of Health, Education, and Welfare, Washington, D.C.

The CDA Program: The Child Development Associate, A Guide for Training, 1973. U.S. Department of Health, Education, and Welfare, DHEW Publication No. (OHD) 74-1065, Washington, D.C.

Child Development Associate Training in Texas: A Handful of Ideas, 1976. Texas Department of Community Affairs, Early Childhood Development Division, P.O. Box 13166, Capitol Station, Austin, Texas 78711.

CDA Abstracts, Methods of Implementing CDA Training, 1978. U.S. Department of Health, Education, and Welfare, Office of Human Development Services, Administration for Children, Youth and Families, Head Start Bureau.

ADDITIONAL BILINGUAL-BICULTURAL RESOURCES

TITLE	SOURCE
Alternativas En Cuidado De Ninos De Calidad: Guida Para Pensar Y Planear. Swenson, Janet P., 1972.	Day Care and Child Development Council of America 1012 14th Street, N.W. Washington, DC 20005
Amor Entre Los Cabrones.	Teacher College Press Columbia University New York, NY 10027
Amor Y Entre Los Indios.	Dissemination Center for Bilingual-Bicultural Education 6504 Tracor Lane Austin, Texas 78721
Annotated Bibliography of Bilingual-Bicultural Books. Gritter, Winabelle, 1973.	Grand Rapids Pub. School Bilingual Office 143 Bostwick, N.E. Grand Rapids, MI 49502
Antologia Del Saber Popular: Mexican-American Folklore. Robe, Stanley L. Editor, 1971.	Aztlan Publisher Cambell Hall Room 3121, UCLA 405 Hilgard Los Angeles, CA 90024
Arfy Thinking Kits: Bilingual Child and Parent/Teacher Educational Program. Arfy Enterprises, Inc., 1974.	C.O.L. Publishing, Inc. 2218 East Magnolia Phoenix, AZ 85034
Austin Spanish Articulation Test. Carrow-Woolfolk, Elizabeth, PhD., 1975.	Learning Concepts 2501 North Lamar Austin, TX 78705
Bibliografia De Aztlan: An Annotated Chicano Bibliography. Barrios, Ernie, 1971.	Centro De Estudios Chicanos Pub. 5716 Lindo Paseo San Diego, CA 92104
Bilingual-Bicultural Education: What You Should Know About It. National Education Association.	National Education Association 1201 16th Street, N.W. Washington, DC 20036

TITLE	SOURCE
Bilingual Early Childhood Program. Southwest Educational Development Laboratory, 1973.	National Educational Laboratory Publishers, Inc. P.O. Box 1003 Austin, TX 78767
Bilingual Early Childhood Program Teacher Training Kit.	National Educational Laboratory Publishers, Inc. P.O. Box 1003 Austin, TX 78767
Bilingual Education for Spanish Speaking Children: An Abstract Bibliography. Spencer, Mima, 1974.	ERIC Document Reproduction Services P.O. Box 190 Arlington, VA 22210
Bilingual Education: Goals, Objectives, Components, Instructional Program. Barrera, Maria, 1974.	Region XIII, Education Service Center 6504 Tracor Lane Austin, TX 78721
Cartel Annotated Bibliography of Bilingual-Bicultural Materials.	Dissemination and Assessment Center for Bilingual-Bicultural Education 6504 Tracor Austin, TX 78721
Cartel: Annotations and Analyses of Bilingual Multicultural Materials. Vol. IV, No. 1, Fall Issue.	Dissemination and Assessment Center for Bilingual-Bicultural Education 6504 Tracor Austin, TX 78721
Cartel: Annotations and Analyses of Bilingual Multicultural Materials. Vol. IV, No. 2, Winter Issue.	Dissemination and Assessment Center for Bilingual-Bicultural Education 6504 Tracor Austin, TX 78721
Cartel Annotated Bibliography of Bilingual-Bicultural Materials.	Dissemination and Assessment Center for Bilingual-Bicultural Education 6504 Tracor Austin, TX 78721
Child Language: A Book of Reading. Bar-Adon, Arron and Leopold, Werner F. Editors, 1971.	Prentice-Hall P.O. Box 21X Englewood Cliffs, NJ 07632

TITLE	SOURCE
Concepts and Strategies for Teaching The Mexican-American Experience. Cortes, Carlos E., 1974.	Dissemination and Assessment Center for Bilingual-Bicultural Education 6504 Tracor Lane Austin, TX 78721
Conversational English for the Non-English Speaking Child. Phillips, Nina, 1968.	Teachers College Press Teachers College Columbia University New York, NY 10027
Curanderismo: Mexican-American Folk Psychiatry. Kiev, Ari., 1968.	The Free Press Collier-Macmillan Ltd. 866 Third Avenue New York, NY 10022
The Daily Curriculum Guide: A Pre-School Program for the Spanish-Speaking Child.	Spanish Dame Bilingual-Bicultural Project San Jose, CA
Developing Cognitive Flexibility. Ramirez, Manuel III, 1974.	Dissemination and Assessment Center for Bilingual-Bicultural Education 6504 Tracor Lane Austin, TX 78721
Developing the Language of Young Disadvantaged Children. Bromwich, Rose.	National Education Association 1201 Sixteenth Street, N.W. Washington, DC 20036
Early Childhood Planning in the States: A Handbook for Gathering Data and Assessing Need. Education Commission of the States, Early Childhood Task Force, 1973.	Education Commission of the States 300 Lincoln Tower 1860 Lincoln Street Denver, CO 80203
Educational Attitude Survey. Healdsburg Union Elementary School District. Healdsburg, CA, 1973.	Dissemination and Assessment Center for Bilingual-Bicultural Education 6504 Tracor Lane Austin, TX 78721
Effective Preservice and Inservice Training in the Head Start Program. Delaney, S., 1973.	Experience Education Unit Child Development and Mental Retardation Center University of Washington Seattle, WA 98105

TITLE	SOURCE
English as a Second Language: A Comprehensive Bibliography. Allen, Virginia and Forman, Sidney.	Teachers College Press Columbia University 1234 Amsterdam New York, NY 10022
The Environmental Mystique: Training the Intellect vs. Development of the Child. Zigler, Edward, 1970.	Yale University 333 Cedar Street New Haven, CN 06510
Escucho, Digo Y Aprendo (Spanish Reading Readiness Program).	Bilingual Program Edgewood Independent School District San Antonio, TX
Evaluation Instruments for Bilingual Education: An Annotated Bibliography, 1975.	Dissemination Center for Bilingual-Bicultural Education 6504 Tracor Lane Austin, TX 78721
Field Sensitivity and Field Independence in Children. Ramirez, Manuel III, 1974.	Dissemination Center for Bilingual-Bicultural Education 6504 Tracor Lane Austin, TX 78721
Films Suitable for Head Start Child Development Program. U.S. Department of Health, Education, and Welfare, 1973.	Office of Child Development Project Head Start Washington, DC 20402
First Annual International Multilingual-Multicultural Conference Proceedings. San Diego, CA, 1973.	Dissemination Center for Bilingual-Bicultural Education 6504 Tracor Lane Austin, TX 78721
Guide to Title VII ESEA Bilingual-Bicultural Projects in the U.S. '73-74. Staff of the Dissemination Center. Solis, Juan D., Director, 1974.	Dissemination Center for Bilingual-Bicultural Education 6504 Tracor Lane Austin, TX 78721
Handbook on Mexico for Elementary and Secondary Teachers. Gill, Clark C. and Mellembruch, Julia K., 1973.	Dissemination Center for Bilingual-Bicultural Education 6504 Tracor Lane Austin, TX 78721

TITLE	SOURCE
Handicaps of Bilingual Mexican Children. Marcoux, Fred W., 1961.	R&R Research Association 4843 Mission Street San Francisco, CA 94112
Head Start at Home: A Model for Rural Areas. Thompson, Donald L., 1972.	Appalachian Regional Commission 1666 Connecticut Avenue, N.W. Washington, DC 20235
Head Start for Every Child. American Association of Elementary Kindergarten-Nursery Educators, 1972.	National Education Association 1201 16th Street, N.W. Washington, DC 20036
Health in the Mexican-American Culture. Clark, Margaret, 1970.	University of California Press 2223 Fulton Street Berkeley, CA 94720
Houston Parent-Child Development Center: Parent Education Program for Mexican-American Families. Johnson, Dlale L., 1973.	Computer Microfilm International P.O. Box 190 Arlington, VA 22210
Ideas Y Actividades De Arte Para La Clase Bicultural. Lopez-Rodriguez, Americo.	Bilingual-Bicultural Education Program CSU Fullerton 800 N. State College Fullerton, CA 92634
Information and Materials to Teach the Cultural Heritage of the Mexican-American Child. Education Service Center Region XIII, 1972.	Dissemination Center for Bilingual-Bicultural Education 6504 Tracor Lane Austin, TX 78721
Instructional Guide for the Home Tutor. Spanish Dame Bilingual-Bicultural Project, 1975.	Dissemination Center for Bilingual-Bicultural Education 6504 Tracor Lane Austin, TX 78721
Intelligence of Mexican-American Children. de Availa, Edward and Havassy, Barbara, 1973.	Dissemination Center for Bilingual-Bicultural Education 6504 Tracor Lane Austin, TX 78721
Introduction to Cognitive Styles. Ramirez, Manuel III, 1974.	Dissemination Center for Bilingual-Bicultural Education 6504 Tracor Lane Austin, TX 78721

TITLE	SOURCE
I.Q. Tests and Minority Children. de Availa, Edward and Havassy, Barbara.	Dissemination and Assessment Center for Bilingual-Bicultural Education 6504 Tracor Lane Austin, TX 78721
James Language Dominance Test. James, Peter, 1975.	Learning Concepts 2501 N. Lamar Austin, TX 78705
La Famila De La Raza. Armas, Jose, 1972.	Raza Associates 52 Edgecliff Road Watertown, MS 02172
Libros En Espanol: An Annotated List of Children's Books in Spanish. Conwell, Mary K. and Belpre, Pura, 1971.	New York Public Library Office of Branch Libraries 8 East 40th Street New York, NY 10016
The Lopez Family. Goble, Dorothy Y., 1967.	Steck Vaughn Company P.O. Box 2028 Austin, TX 78767
A Message from Home: A Home-Based Intervention Method for Low Income Preschoolers. Levenstein, Phyllis, 1974.	Verbal Interaction Project 5 Broadway Freeport, NY 11520
The Mexican-American: A Selected and Annotated Bibliography. Noglaes, Luis G. Editor, 1971.	Stanford Book Store Stanford, CA 94303
A Mexican-American Chronicle. Acuna, Rudy, 1971.	American Book Company 450 W. 33rd Street New York, NY 10001
Mexican-American Education: A Selected Bibliography. Eric/Cress, New Mexico State University, Las Cruces, 1973.	National Educational Laboratory Publishers, Inc. 813 Airport Boulevard Austin, TX 78702
Mexican-American Education in Texas: A Function of Wealth. U.S. Commission on Civil Rights, 1972.	Superintendent of Documents U.S. Government Printing Office Washington, DC 20202
Mexican-American Legal Heritage in the Southwest. Ruiz, Manuel, Jr., 1972.	Cultural Distribution Center Bookstore 1514 Buena Vista Street San Antonio, TX 78207

TITLE	SOURCE
Mexican-American Values and Culturally Democractic Educational Environments. Ramirez, Manuel III, 1974.	Dissemination and Assessment Center for Bilingual-Bicultural Education 6504 Tracor Lane Austin, TX 78721
Mexican-Americans in School: A History of Educational Neglect. Carter, Thomas R., 1970.	College Entrance Examination Board Box 592 Princeton, NJ 08540
Mexican Folklore for the Classroom. Del Valle Bilingual Program and Region XIII, Vargas, Frances, Director.	Dissemination and Assessment Center for Bilingual-Bicultural Education 6504 Tracor Lane Austin, TX 78721
Mi Ambiente Y Yo-An Aural-Oral Activity Guide.	Estella Canales, Inez Garcia and Viola Godoy for the Corpus Christi Public Schools Corpus Christi, TX
Mi Libro.	Regional Project Office San Bernardino, CA
Multi-Cultural Bibliography for Preschool Through Second Grade. Nichols, Margaret S., 1972.	Multicultural Resources Box 2945 Stanford, CA 94305
Multi-Ethnic Books for Young Children: An Annotated Bibliography for Parents and Teachers. Griffin, Louise.	NAEYC 1834 Connecticut Avenue, N.W. Washington, DC 20009
Multi-Ethnic Reading and Audio-Visual Materials for Young Children: Annotated Bibliography. Rodgers, Marion, 1972.	Day Care and Child Development Council of America 1012 14th Street, N.W. Washington, DC 20005
New Approaches to Bilingual-Bicultural Education. Cortes, Carlos E. and Cox, Barbara G., 1974.	System and Evaluations in Education.
No Longer Deprived: Use of Minority Cultures and Language in Education of Disadvantaged Children. Fedder, Ruth and Gabaldon, Jacqueline, 1970.	Teachers College Press 1234 Amsterdam New York, NY 10027

TITLE	SOURCE
Nutrition and Feeding of Infants and Children Under Three In Group Day Care: Maternal and Child Health Service and Administration. Academy of Pediatrics, 1971.	Day Care and Child Development Council of America 1012 14th Street, N.W. Washington, DC 20005
Oferta De Una Familia. Dominguez, Fanilia, 1970.	Cultural Distribution Center Bookstore 1514 Buena Vista Street Box 7492 San Antonio, TX 78207
Oral Language Development in Early Childhood Education.	Texas Education Agency 210 E. 11th Street Austin, TX 78701
Parent Attitudes Toward Education Scale. Las Cruces Bilingual Education Project, 1974.	Dissemination and Assessment Center for Bilingual-Bicultural Education 6504 Tracor Lane Austin, TX 78721
Parent Questionnaire. Las Cruces, New Mexico Public Schools, 1973.	Dissemination and Assessment Center for Bilingual-Bicultural Education 6504 Tracor Lane Austin, TX 78721
Parent Questionnaire on Bilingual Education. Vineland Board of Education and Jersey City State College, Vineland, NJ, 1975.	Dissemination and Assessment Center for Bilingual-Bicultural Education 6504 Tracor Lane Austin, TX 78721
Parental Involvement Questionnaire Series: The Personal Interview, Group Technique, Telephone Interview, Mail-out Technique, 1975.	Dissemination and Assessment Center for Bilingual-Bicultural Education 6504 Tracor Lane Austin, TX 78721
Parents and Teachers Together: Training Manual for Parent Involvement in Head Start Centers. Rood, Larry A., 1970.	Day Care and Child Development Training Center 1012 14th Street, N.W. Washington, DC 20005

TITLE	SOURCE
Planning the Program with the Home Tutor. Spanish Dame Bilingual-Bicultural Project, 1975.	Dissemination and Assessment Center for Bilingual- Bicultural Education 6504 Tracor Lane Austin, TX 78721
Play It in Spanish: Spanish Games and Folk Songs for Children. Prieto, Mariana, 1973.	The John Day Company 257 Park Avenue New York, NY 10010
Promising School Practices for Mexican-Americans. Smith, George and Caskey, Owen L., 1972.	National Educational Laboratory Publishers, Inc. Box 1003 Austin, TX 78767
Publications Handbook: Dissemination and Assessment Center for Bilingual-Bicultural Education, 1974.	Dissemination and Assessment center for Bilingual- Bicultural Education 6504 Tracor Lane Austin, TX 78721
Que Tal? Bilingual Education Program, Dallas Independent School District.	Bilingual Education Program 3700 Ross Avenue Dallas, TX 75204
Questionnaire: Parent Attitude Toward Bilingual Education. Las Cruces Public Schools, 1974.	Dissemination and Assessment Center for Bilingual- Bicultural Education 6504 Tracor Lane Austin, TX 78721
Readiness Checklist Bilingual Project. Las Cruces Public School Staff, 1971.	Dissemination and Assessment Center for Bilingual- Bicultural Education 6504 Tracor Lane Austin, TX 78721
Remembrance Story College. Parents of the Students of Southeastern New Mexico Bilingual Program, 1971.	Southeastern New Mexico Bilingual Program 1106 West Quay Artesia, NM 88210
Resource Guide to Free and Inexpensive Publications. Garlitz, Edward.	National Education Association 1201 16th Street, N.W. Washington, DC 20036

TITLE	SOURCE
Resource Material for Bilingual Education. Fort Worth Public Schools Bilingual Program, 1973.	Dissemination and Assessment Center for Bilingual-Bicultural Education 6504 Tracor Lane Austin, TX 78721
Responsive Environment Program for Spanish-American Children: Evaluation Report, 1971-1972. Ainsworth, Len and Alford, Gay, 1972.	Department of Health, Education and Welfare Washington, DC 20201
Selective Mexican-American Bibliography. Ortego, Philip D., 1972.	Border Regional Library Association University of Texas at El Paso El Paso, TX 79968
The Sick Day Care Child. Rosen, Susan and Mestas, Leonard.	Totinem Publishing, Inc. 60 South Kendall Lakewood, CO 80226
Somos Chicano-Strangers in Our Own Land. Gomez, David F., 1973.	Beacon Press 25 Beacon Street Boston, MS 02108
Spanish Dame Bilingual-Bicultural Project. Spanish Dame Bilingual-Bicultural Project, 1974.	Dissemination Center for Bilingual-Bicultural Education 6504 Tracor Lane Austin, TX 78721
Spanish Dame Preschool Program: A Slide-Tape Presentation. (Loan for 2 weeks).	Spanish Dame Bilingual-Bicultural Project San Jose, CA
Spanish/English Language Performance Screening. Southwest Educational Development Laboratory, 1976.	CTB/McGraw-Hill Del Monte Research Park Monterey, CA 93940
Spanish Language Film Catalog. Materials Acquisition Project, 1975.	Dissemination and Assessment Center for Bilingual-Bicultural Education 6504 Tracor Lane Austin, TX 78721

TITLE	SOURCE
A Study of American and Mexican-American Culture Values and Their Significance. Cabrera, Ysidro A., 1963.	R&R Research Associates 4843 Mission Street San Francisco, CA 93112
A Study of the Role of the Federal Government in the Education of the American Indian. Fischbacher, Theodore, 1967.	R&R Research Associates 4843 Mission Street San Francisco, CA 94112
A Synthesis of Theories and Research on the Effects of Teaching in 1st and 2nd Languages. Cornejo, Ricardo J., 1974.	National Educational Laboratory Publishers, Inc. 813 Airport Boulevard Austin, TX 78702
Teacher Training Bibliography: An Annotated Listing of Materials for Bilingual-Bicultural Education. DACBE, 1975.	Dissemination and Assessment Center for Bilingual-Bicultural Education 6504 Tracor Lane Austin, TX 78721
Teaching the Bilingual: New Methods and Old Traditions. Pialorsi, Frank P., 1974.	University of Arizona Press Box 3398 Tucson, AZ 85722
Test for Auditory Comprehension of Language. Carrow, Elizabeth, 1973.	Learning Concepts 2501 North Lamar Austin, TX 78705
Things To Do--Activities for a Bilingual Classroom. Baker, Jean M., Ross, Joy and Walters, Barbara.	Regional Project Office San Bernardino, CA
A Traditional Voice in the Barrio. Flores, Elvira, 1974.	Aardvard Media Inc. 120 Mount Diablo Boulevard Walnut Creet, CA 94596
Understanding Other Cultures. Alpenfels, Ethel and Park, Rose, 1970.	American Association of Elem-K-Nursery Educators 1201 16th Street, N.W. Washington, DC 20036
Using Cultural Differences. Wolfe, Deborah P.	American Association of Elem-K-Nursery Educators 1201 16th Street, N.W. Washington, DC 20036

TITLE	SOURCE
Vocabulary Comprehension Scale. Bangs, Tina E.	Learning Concepts 2501 North Lamar Austin, TX 78705
Working With Families: A Manual for Developmental Centers. Council for Exceptional Children, 1974.	Council for Exceptional Children 1920 Association Drive Reston, VA 22091
Y No Se Lo Trago La Tierra. Rivera, Tomas, 1971.	Cultural Distribution Center Bookstore 1514 Buena Vista Street San Antonio, TX 78207

FILMS*

FILM TITLE	DESCRIPTION	LENGTH
"Boxes" A.C.I. Films, Inc. 35 West 45th Street, New York, NY 10036	Live action film; arts and crafts how-to	10 min.
"Clay: The Origin of the Species" McGraw Hill, 1221 Avenue of the Americas, New York, NY 10019	Animated clay shapes; black and white; no narration; jazz music; extremely creative	8 min.
"Cognitive Development"	Piaget's theory of intellectual development; basic processes in problem solving	33 min.
"Discipline and Self Control," General Services Administration, National Audio-Visual Center, Washington, DC 20409	Head Start film. How teachers can prevent and handle behavior problems	20 min.
"Dorothy Heathcote Talks to Teachers," Northwestern University, P.O.Box 1665, Evanston, IL 60204	Reaching the child through dramatic play (color); A filmed lecture	30 min.
"Dramatic Play: An Integrative Process for Learning" Campus Films, 2 Overhill Road, Scarsdale, NY 10583	Explores the range and possibilities of dramatic play (color)	32 min.
"Four Children" National Audiovisual Center (NAC), General Services Administration, Attention: Order Section, Washington, DC 20409	Head Start film; useful for developing an appreciation of differences in children--individuality	20 min.
"Frustrating Tours and Fascinating Fives" McGraw Hill, 1221 Avenue of the Americas, New York, NY 10019	A bit dated, but useful for observational skills and greater understanding of children 4 and 5 years old	22 min.

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*Editor's Note: This is not intended as an exhaustive list; however these films are available through the University of Texas Film Library.

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FILM TITLE	DESCRIPTION	LENGTH
"Glasser on Discipline" Media V. Film Distributors, 1011 N. Cole Avenue, Hollywood, CA 90038	Difference between discipline and punishment/ how to set up discipline in school; A filmed lecture	29 min.
"Human Development" Concept Media, P.O. Box 203, Costa Mesa, CA 92626 (2-1/2 to 6 years, formerly entitled "Language Development")	Filmstrip with sound 7-part series; college-level vocabulary	
I am Joaquin, San Antonio Cultural Distribution Center		
*"Intelligence, IQ and Environment"	Elusive and subjective nature of IQ: how environment influences IQ: why use IQ tests	30 min.
"Jenny Is A Good Thing" National Audiovisual Center (NAC), General Services Administration, Attention: Order Section, Washington, DC 20409	Nutrition and Learning; Head Start film (color)	18 min.
"Language Development"	How children acquire language, including Noam Chomsky's generative theory	25 min.
"Let Your Child Help You" New York University Film Library, 26 Washington Place, New York, NY 10003	Dated and slow-paced. How parents can teach simple household skills (black and white)	11 min.
"Looking at Children", Free Rental From Metropolitan Life Insurance Company, One Madison Avenue, New York, NY 10010		
"Miguel: Up from Puerto Rico", Southwest Media Service, P.O. Box 40, Wimberly, TX 78676	Live action, color; film of strong family feelings; uses some Spanish; a heartwarming story	15 min.

FILM TITLE	DESCRIPTION	LENGTH
"Notes on a Triangle" International Film Bureau, 332 S. Michigan Ave., Chicago, IL 60604	Animation, color, no narration; math and geometrics	5 min.
"Parents Are Teachers Too" National Audiovisual Center (NAC), General Services Administration, Attention: Order Section, Washington, DC 20409	Parents as teachers; how home and school are related (black and white) Head Start film	22 min.
"Patterns for Health" National Audiovisual Center (NAC), General Services Administration, Attention: Order Section, Washington, DC 20409	Early health habits for preschool child (black and white); Head Start film for parents	14 min.
"Physical Growth and Motor Development: Parts I&II"	Hereditary and environmental factors which influence physical growth/ how 3-5 year olds acquire motor skills	19 min. 16 min. 40 min total
"Sex Differences and Socialization"	How sex differences in behavior are acquired	29 min.
"Squeak the Squirrel" Churchhill Films, 662 N. Robertson Blvd., Los Angeles, CA 90404	Science/nature; how animals learn (color)	10 min.
"T is for Tumbleweed" Pyramid Films, P.O. Box 1048, Santa Monica, CA 90406	Live action color film; no narration; fast moving adventure of thousands of tumbleweeds	14 min.
The Man Who Wanted to Fly", Coronet Films, 65 E. South Water Street, Chicago, IL 60601	Animated puppet film (color); Language arts	11 min.
*"The Role of Play in Development"	Importance of play in terms of pscyhoanalytic theory, competence and cognitive development, and creativity.	27 min.

FILM TITLE	DESCRIPTION	LENGTH
"The World As I Feel It."	A preschooler's perspective	15 min.
"Three Looms Waiting" Time-Life, Inc., Time-Life Inc., Time-Life Building, Chicago, IL 60611	Philosophy, accomplishments and personality of Dorothy Heathcote, educational drama specialist (color)	50 min. (may be hard to find--take-up, reel large enough
"Uncle Smiley and the Junkyard Playground", Southwest Media Service, P.O. Box 40, Wimberly, TX 78676	Live action color film on making playgrounds from junk	14 min.
"Walking", Southwest Media Service, P.O. Box 40, Wimberly, TX 78676	Animation, color, no narration; lively variations on the simple theme of walking; artistic	6 min.
"Water is Wet", Three Prong Television Productions, 100 LaSalle Street, Suite 1208, Chicago, IL 60602	Live action, color film; activities by children relating to water, rain and wetness	20 min.
*"Waterplay for Teaching Young Children", New York University Film Library, 26 Washington Place, New York, NY 10003	Water as an important medium for learning; how to include waterplay in the preschool; practicable (color)	17 min.
"Who Am I", Scholastic Magazines, Inc., 904 Sylvan Avenue, Englewood Cliffs, NJ 07632 1) All Kinds of Feelings 2) Do You Believe in Wishes? 3) Joy of Being You 4) Nothing is Something to Do 5) People Packages	Filmstrip with sound, 5-part series, Intended for children--to help the young child feel good about self, and get in touch with feelings.	40 min. (approximately)

*Top-notch, extremely useful for trainees

ADDITIONAL RESOURCES

COMPUTERIZED BIBLIOGRAPHIC DATA BASES

Related to Bilingual-Bicultural Teacher Training

1. National Technical Information Service
   (Government sponsored R&D reports)

2. ERIC Clearinghouses on
   --Early Childhood Education - Urbana, Illinois
   --Languages and Linguistics - Arlington, Virginia
   --Teacher Education - Washington, D.C.

3. Exceptional Children Abstracts
   (Council for Exceptional Children)

4. Dissertation Abstracts

5. AIM/ARM
   (Abstracts of instructional and research materials in vocational and technical education)
   From Center for Vocational Education

6. Language and Language Behavior Abstracts
   (Covers the world literature on speech and language pathology)

7. Psychological Abstracts
   (Coverage of world literature in psychology and other behavioral sciences)
   From the American Psychological Association

8. Social Scisearch
   (Multidisciplinary index covering the world's most important social science journals)
   From the Institute for Scientific Information

9. Sociological Abstracts
   (In depth coverage of sociology and related social science areas)

10. SHARE
    (HEW National Clearinghouse for Improving the Management of Human Services)

COMPUTERIZED NON-BIBLIOGRAPHIC DATA BASES

Related to Bilingual-Bicultural Teacher Training

1. IRAS (OCD sponsored research projects)
2. SCORPIO (Federal legislation, hearings, etc.)
3. Foundation Index and Foundation Grants Index

NON-COMPUTERIZED BIBLIOGRAPHIC RESOURCES

Related to Bilingual-Bicultural Teacher Training

1. Alternative Press Index
2. Bibliographie Linguistique
3. Bulletin Signaletique, Part 520: Sciences de l'Education
4. Bulletin Signaletique, Part 521: Sociologie - Ethnologie
5. Child Development Abstracts and Bibliography
6. DSH Abstracts (American Speech and Hearing Association)
7. Education Index
8. Educational Administration Abstracts
9. Human Resources Abstracts (formerly Poverty and Human Resources Abstracts)
10. Indian Education Abstracts
11. Language Teaching and Linguistics Abstracts
12. Perceptual Cognitive Development
13. Quarterly Checklist of Ethnology
14. Quarterly Checklist of Linguistics
15. Race Relations Abstracts
16. Research Relating to Children

17. Sociology of Education Abstracts

18. Spanish Cultural Index

19. State Education Journal Index

SOURCES FOR PUBLICIZING AND ANNOUNCING

Bilingual-Bicultural Teacher Training Curricula

Organizations:

1. Dissemination Center for Bilingual-Bicultural Education
Region XIII, Education Service Center
7703 N. Lamar
Austin, TX 78752
Abbie Muniz, Director, 458-9131
Publication: Cartel: Annotated Bibliography of Bilingual-Bicultural Materials (monthly)

2. SEDL
Parenting Materials Information Center and SED Laboratory Library
211 East 7th
Austin, TX 78701
Publication: Parenting: 1976 A Listing from PMIC

Data Bases:

3. ERIC
4. Exceptional Children Abstracts
5. AIM/ARM
6. Language and Language Behavior Abstracts
7. SHARE

Newsletters:

8. The Black Child Advocate (Bimonthly)
9. Interracial Books for Children (8 times a year)
10. Materials En Marcha (Monthly)
11. Projecto Leer Bulletin (2 times a year)
12. Child Care Resource Newsletter (Monthly)
13. ERIC/ECE Newsletter (Quarterly)
14. Head Start Newsletter (6 times a year)
15. Head Start Resource and Training Bulletin (Monthly)

16. Keynotes (3 times a year)
17. Report on Preschool Education (Biweekly)
18. RIP Newsletter (8 times a year)
19. Day Care and Child Development Reports (Biweekly)
20. Focus (National Committee on the Education of Migrant Children) (Irregular)
21. Education Daily (Daily)
22. Education Recaps (Monthly)

NOTE: There are many other professional journals which accept publications to be received in their book review section.

BOOKS*

Activities Handbook for Teachers of Young Children. Croft, Doreen. Houghton Mifflin Co., 2 Park Street, Boston, MA 02107.

Animals Do the Strangest Things. Hornblow, Leonora and Arthur. Random House, Inc., 201 E. 50th Street, New York, NY 10022.

Animal Facts and Figures. Gergely, Tobor. McGraw-Hill Book Co., 1221 Avenue of the Americas, New York, NY 10036.

Applesauce, Bixchitos, Copper Pennies and Lots More Recipes for Young Children. Newman, Rita (editor). Dallas Association for the Education of Young Children, 7231 Northaven Road, Dallas, TX 75230.

Between Parent and Child. Ginott, Haim. Macmillan Publishing Co., Inc., 866 Third Avenue, New York, NY 10022.

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